

**IMPROVING WRITING ABILITY OF THE SEVENTH
GRADE STUDENTS OF SMP N 2 SLEMAN
THROUGH PORTFOLIO ASSESSMENT**

A THESIS

**Presented as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education**



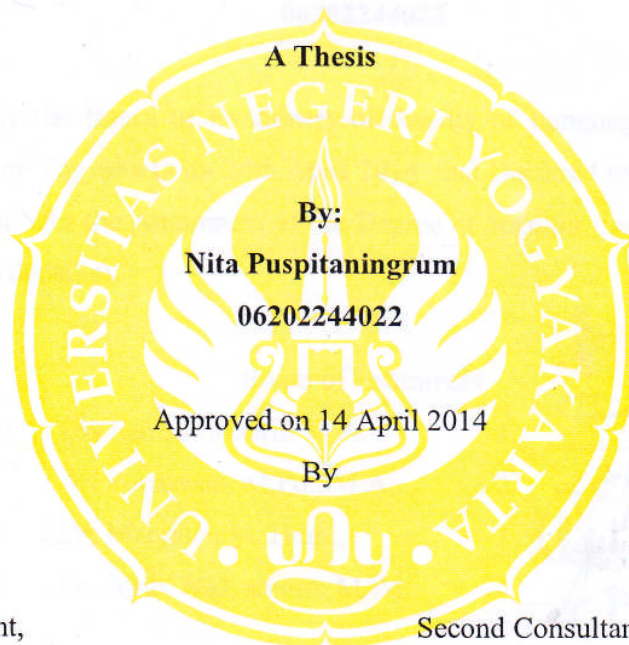
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2014

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THROUGH PORTFOLIO ASSESSMENT**



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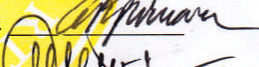
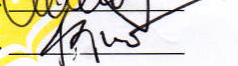
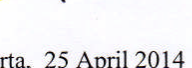
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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DEDICATION SHEET

This thesis is dedicated to:

My beloved father and mother,

My beloved sisters,

My beloved husband,

My beloved baby who will be born in some short months,

My best-friend Tiara,

My friends in Class H '06,

My friends in Primagama, and

My friends throughout the world who
can't be mentioned one by one

MOTTOS

"Man Jadda wa Jadda"

"Hidup adalah Perjuangan"

"Hidup masih panjang, maka berusaha dan berdoa adalah yang terbaik"

"Tataplah ke depan dan jangan kau tengok masa lalu yang hitam"

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She also realizes that this thesis still has many mistakes. Therefore, she accepts gratefully every suggestions and comments from those who concern to this thesis. It is expected that the thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Yogyakarta, April 2014
The Writer


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IMPROVING WRITING ABILITY OF THE SEVENTH GRADE STUDENTS OF SMP N 2 SLEMAN THROUGH PORTFOLIO ASSESSMENT

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ABSTRACT

This research is action research that aims to 1) describe problems faced by the students related to writing ability, 2) describe the implementation of portfolio assessment, 3) improve students' writing skill through portfolio in SMP N 2 Sleman.

This action research was carried out in two cycles. It involved 36 students in Class VIIIE as the target community, one English teacher as the collaborator and the researcher herself. What the researcher did in collecting the data were filling an observation checklists forms, observing the teaching and learning process, taking photographs, administering questionnaires, interviewing the English teacher and students, and collecting the students' writing products. The data were in the forms of fieldnotes, the score of questionnaires, photos, interview transcripts, and samples of the students' work. In analyzing the data, the researcher used qualitative methods.

Based on the preliminary observation and the pre-test data, there were two categories of problems which were faced by the students, namely problems related to motivation, self-confidence and learning interest and those related to students' writing ability. It was found that in using the portfolio assessment, there were some procedures should be fulfilled. They are: 1) Providing the students with good writing criteria and steps in writing in order to show the students what to write and how to write, 2) Providing the students with a great deal of samples of writing, 3) Helping the students to recognize their own mistakes related to content, organization, grammar, capitalisation, punctuation, spelling, choice of words, etc, 4) Assisting the students to work on peer-assessment, and 5) Assisting the students in revising their writing product. By using portfolio assessment, students made improvement in terms of learning interest, motivation, self-confidence, vocabulary mastery, organization of the text, awareness of writing mistakes as well as improvement in their writing ability. Therefore, it can be concluded that the use of portfolio assessment is able to solve problems related to motivation, self-confidence, and learning interest and those related to students' writing ability.

CHAPTER I INTRODUCTION

A. Background of the Problem

The goal of learning a language is being able to communicate in the target language. In learning English, the goal is enabling the learners to use English for communication in both oral and written forms. In other words, the students should be able to employ their language skills, such as listening, speaking, reading and writing to communicate their ideas, thoughts and feeling.

Unfortunately, that ideal situation is different from what the researcher found in SMP N 2 Sleman. Based on the researcher's observations and interviews with the English teacher, the students have low mastery of writing skills. It will result in poor writing products, while writing products are one of the proofs by which people judge whether someone masters English or not.

There are several writing problems. First, the students lack practice. The students are not guided step-by-step by the teacher to do some writing tasks from the pre-writing (vocabulary, grammar), writing, and post-writing. This makes the students confused and hard to master vocabulary. They are also making many grammatical mistakes in their writing product. Moreover, students' writing products only consist of short sentences.

Besides, the students have low motivation in writing; they are not interested in writing tasks which require them to write sentences in long paragraphs. They also lack confidence when they are asked to write in English. These problems lead the

researcher and the English teacher to think of some possible solutions to cope with these problems.

Based on the discussion with the English teacher, the researcher decided to apply portfolio assessment since this assessment system is regarded by Gallehr (1993: 62) as the most perfect system of assessment because the students are not only required to write, but they are also given freedom to write what topic they are interested in, responders in the class, revision strategies, and so on.

Thus, this study applied portfolio assessment to improve students' writing skills. There are several advantages that portfolio assessment proposes to cope with the problem in teaching writing. Applebee and Langer (1992: 29) state that there are two advantages of portfolios. First, they contain a variety of different samples of students' work. Second, they differ the evaluation from the process of interaction. Moreover, Harmer (2007: 340) says that since the teacher asks the students to write well and carefully, it makes them proud of their written work by documenting every piece of what they have written. Thus, by implementing portfolio assessment the research is expected to solve the problems of writing.

B. Identification of the Problems

Basically, there are some problems which influence the achievement of students' writing skills. They are the lack of practice, low motivation, low confidence, and low interest.

The first problem is lack of practice. The students of the observed school have problems in practicing their writing. First, there is no writing activities that require the students to create a text by thorough guidance step by step. The teaching and learning process is delivered by lecturing, text modeling, and question-answer. The teacher at the class only explains about the model of text then asks the students to answer the comprehension text, and then make the similar text. Second, the types of tasks give limited chance for students to practice their writing. In fact, practice will help the students to master the materials. The more practice the students get the more ability to get material is possessed.

The second problem is related to motivation. The students have low motivation in class. When they are given a topic, they do not do it directly. They are busy with their activities, such as talking with friends, disturbing their classmates, working on the other subject, etc. Moreover, when they are asked to write, they need longer time to make it. The time given to them is not efficiently used by the students. They only used the time for chatting with others without trying to write or organizing their ideas. Sometimes they kept doing those activities though the teacher had warned them. Furthermore, based on the interviews with the students, some students are not motivated with the activities and do not know what to do with the tasks. These evidences prove that the students have low motivation in writing.

Next, in relation to confidence, the researcher found that the students have a problem with building self-confidence. Based on the interview to the students, there are two kinds of self-confidence, confidence of personality and confidence of

capability. At class, although some students have a little ability in grammar and vocabulary, they are still afraid of making grammatical mistakes in writing. Meanwhile some students have no ability in grammar and vocabulary, they are afraid to make mistakes also. This is, of course, such a serious problem for them.

The fourth problem is the students' interest in learning writing. Based on the observations and interviews, the students express that they do not like one or all of topic, media, or method of the teacher given. When they are asked about what they do when they do not like the material, they answer that they do anything as they like or being passive only. This might be some factors that influence students' interest in learning writing.

The last problem is related to techniques of teaching, the techniques that the teacher brought into the class cannot accomodate the students to learn language effectivelly. The learning of writing should focus on process. It helps the students to write and revise, so they are given feed back from the teacher in order to they know the mistakes and weaknesses. Then, the students will be given a chance to re write and appreciate their writing product.

C. Delimitation of the Problem

Considering the problems above, all the problems could be solved through portfolio asesment, because it enables the students to keep practicing their writing skills. It is way of encouraging students to take satisfaction in their written work. Moreover, portfolio assessment gives the students freedom to choose the topic. So, it

is a strategic way to cope those problems. Portfolio assessment could solve the students' practice, motivation, confidence, interest. Thus, portfolio assessment were able to improve students writing skills.

D. Formulations of the Problems

Based on the above discussions, the research questions were formulated as follows:

1. What are the writing problems faced by the students of SMP N 2 Sleman?
2. How should the portfolio assessment be effectively implemented?
3. How should we improve writing skill through portfolio?

E. Objectives of the Research

Based on the formulation of the problem above, the objective of this research are to:

1. Describe problems faced by the students related to writing ability.
2. Describe the implementation of portfolio assessment.
3. Improve students' writing skill through portfolio assessment.

F. Significances of the Research

Seeing what this study were attempting to do, this study was expected to be beneficial for:

1. Students of SMP N 2 Sleman; this study is expected to be able to improve students writing skills.
2. English teacher in SMP N 2 Sleman; the findings of this study is expected to become a source information about the ways to improve the teaching and learning quality.
3. Institutions that present the English teaching program; this study is expected to become an input in empowering the teachers of English the technique to improve the students' writing in teaching and learning process by using portfolio assessment.
4. Others teacher/ practitioner; the finding of this study is expected to become an evidence that represent students' ability in learning foreign language.
5. Others researcher interested in conducting research studies on similar area; the findings of this study are expected to become considerable references in writing their thesis.
6. English education students of Yogyakarta State University; the findings of this study is expected to become one of the considerable source or reading materials either to enrich their reference in writing their papers or to improve their knowledge in English teaching and learning process.
7. The researcher herself; this study is expected to increase her awareness of the contribution of portfolio assessment to improve the students' writing skill in teaching and learning process and gives the experience in doing the research.

CHAPTER II LITERATURE REVIEW

It has been mentioned in the previous section that the aim of this study is to improve students' writing skills. Thus, in this section the discussion will center around review on writing skills, micro skills of writing, and portfolio assessment, learning motivation, confidence, and learning interest.

A. Review of Related Theories

1. Definition of Writing

Writing is one of the productive skills which needs to be learned by language learner. They learn writing as an essential component not only for their academic practice but also later in their professional life. Richard (2002: 303) states that writing is the most difficult skill for second language learners. The difficulty lies is not only generating and organizing ideas but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second language writer have to pay attention to higher level skill of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and the like. Richard (2002:309) states that written language is complex at the level of the clause.

According to Elbow (1973: 14) in Brown (2001: 336), writing is a two-step process in which writers figure out their meaning, and then they set into language. Figuring out the meaning means control, coherence & knowing your mind. The writers usually plan and use an outline, so they do not let their mind wanders into a

mess. In other words, meaning is not what the writers start out but what they end up with.

The second step is put the writer's mind into language. In this step they "write down" letters, words, and possibly sentences or those longer than sentences. In addition, Brown (2000:335) argues that writing is a written product of thinking, drafting, and revising that require specialized organize the coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

In relation to writing, Williams (2005:26) claims that writing involves communicating a message (something to say) by making signs on page. Communicating a message means transferring the concept of thinking in the writer's mind by joining words, sentences and/or a series of sentences together into pages. We need to be able to form letters and words, and join these together to make words, sentences or a series of sentence that link together to communicate that message. He explains more that writing involves several sub skills, see the following subtitle (next page), some of these related to accuracy, using the correct form of language. Writing accurately involves spelling correctly, forming letter correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

Moreover, Williams (2005:27) proposes the stages of writing process as follows:

1. Brainstorming: thinking of everything about the topic.

2. Making notes: listing everything related to the topic.
3. Planning: organizing our ideas, how everything are interrelated.
4. Writing draft: making a piece of writing that is not yet finished, and may be changed.
5. Editing: correcting & improving the draft.
6. Producing another draft: making the new draft, the better one.
7. Proof-reading: checking for mistakes in accuracy or editing again.

Besides, Harmer (2007:326) sees writing as a kind of process “wheel”, where writers move both around the circumference of the wheel and across the spokes.



Figur 1 : The Process of Wheel

The process of writing, thus, involves having time to brainstorm ideas or collect them in some other way; time to draft a piece of writing and then, with the teacher's help, perhaps, changing the focus, generating more ideas, redrafting, re-editing, and so on. Furthermore, Richard (2002:309) suggests that writing consists of many constituent parts and we need to consider, such as content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. Similarly, Gower, Philips, and Walters (2008:113) states that writing consists of many different aspects which include spelling, punctuation, sentence construction, organization, cohesion, and register/style. They adds that students can have positive and cooperative attitude toward writing by encouraging real writing tasks in the classroom, planning sufficient time for writing activities, and give them due importance in the program of works, task on the wall or a class book.

Moreover according to Harmer (2004: 31), writing encourages students to focus on accurate language use and, because students think as students write, so it will provoke language development as students resolve problems which writing puts in students' mind.

To conclude, there are some elements in writing that the writers cannot neglect. They are : 1) what the writers are actually talking about, 2) how the writers interrelate their ideas, 3) the authenticity of the writing, 4) the writing style, 5) the quality of being able to write a language easily and well, 6) the use of correct grammar, vocabulary and spelling, 7) how the writing influences the reader.

2. Writing in Indonesian Junior High School

As stated in the curriculum, the English teaching at Indonesian Junior High School aims at developing communicative competence in the form of spoken and written language. In writing, students should be able to express interpersonal, ideational, and textual meanings into interactional and monologue especially in the form of memo, menu, time table, traffic signs, giving direction, and invitation.

Furthermore, in Government Regulation No 23/2006 about the Standard of Graduate Competency for the basic and secondary education, the students have to have some skills (writing, reading, listening, and speaking) in English. In line with the regulation, the graduate of *SMP* must have the ability in expressing the meaning of an interpersonal or transactional text by writing, formal or an informal way in the form of descriptive, procedure, preferences, conditional sentences, capabilities, giving direction, invitation, etc. in their daily contexts.

Based on the Government Regulation above, the English teaching and learning process, especially in writing should be suitable with the standard of graduate competency. In addition, the materials of writing that will be delivered should be based on the standard of competency (*SK*) and basic competence (*KD*) as the part of content and stated in the Minister Regulation No.22/2006 (*Peraturan Menteri No.22/2006*) about the standard of content. Based on the *SK* and *KD*, the writing abilities that have to be mastered by students in *SMP* can be seen in Table 1.

From the explanation of standard competency and basic competency on the table 1, it is clearly shown that the teaching learning process of writing aims at giving an

understanding of different kinds of texts to students in order that the students will be able to produce three kinds of texts. They are functional texts in the form of invitation, giving direction, which are in accordance with a certain text genre, a simple essay (in first grade), and a monologue text of a certain genre.

The materials that must be taught in writing include text genres, grammar, and vocabulary. Because there are many types of text, students have to know what kind of text that they have to understand, what kind of genre the text that they write. On the other hand, they have to understand what kind of text it belongs to. If students can differentiate the text, it means that they can also produce (write) a text by themselves.

For the writing materials, SMP students will be interested more in writing some issues related to their daily life. Besides, they appreciate the current news and try to be update. They also want to write about something related to their real life. It means that the authentic writing materials and tasks really influence the writing teaching and learning process.

In conclusion, in this research there will be three writing products that the researcher will focus on. They are writing to give directions, writing about future plans, and writing birthday invitations. The students will make the portfolios of those writing in such papers with their favorite pictures. So, they will more enjoyable to write.

a. Micro and Macro Skills of Writing

When writing is applied in the teaching learning process and done by the students, they must have several micro- and macro skills in order to improve their writing skill. Richards (1983) in Brown (2001) states that micro skills are useful since they help teachers to break down just what it is that their learners need to actually perform as they acquire writing strategies. Through micro skills, teachers can get a good idea of what their techniques need to cover in the domain of writing skills. Furthermore, Brown (2004: 220) states that micro and macro skills will help teachers in defining the main criterion of an assessment procedure since the micro skills apply types of writing, while macro skills are essentials for the successful mastery of responsive and extensive writing.

According to Brown (2004: 220-221), there are two kinds of skill in writing skill, micro skills and macro skills. Micro skills consist of six skills. First, the writer needs to use the orthography correctly, such as the script, and spelling and punctuation conventions. Second, the writer tries to produce writing at an efficient rate of speed to achieve the purpose. Third, put words together in correct word order, for example, adjective word order (opinion, dimension, age, shape, color, origin, material). Fourth, the writer uses vocabulary correctly and the correct form of words, this may mean using form that express the right tenses, or case or gender. Fifth, the writer should convey a particular meaning in different grammatical forms. Last, the writer makes the text coherent, it means logical and well organized; easy to understand and clear, so that other people can follow the ideas, thoughts, or arguments of the writer.

Moreover, macro skills also consist of six skills. Firstly, employ the rhetorical patterns (styles) and rules of written discourse, such as cause-consequence and problem solution. Secondly, make the main sentence constituent, such as subject, verb and object, clear to the reader. Thirdly, construct the main ideas distinct from supporting ideas or information. Fourthly, differentiate between literal (original) and implied (indirect) meanings when creating writing. Fifthly, judge how much background knowledge the audience has on the subject and make clear what it is assumed they do not know, use the style appropriate to the genre and audience. Last, build up writing strategies, including accurately assessing the audience's interpretation, using prewriting devices (brainstorming, writing with fluency in the first drafts, using paraphrases and synonyms), and using revising and editing (using peer and instructor feedback).

In conclusion, there are many writing skills that students have to learn to improve their writing. It can help the teacher to know what the students need and what writing strategies that the teacher should deliver.

b. Classroom Performance

In order to get the students master the micro skills above, Brown (2001: 343) proposes five major categories of classroom writing performance.

The five major categories of classroom writing performance, presented as follows:

1. Imitative or writing down

According to Brown (2001:343-344), imitative or writing down means that students simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

The dictations is usually applied such as teacher reads a short phrase units of three or four words, and each unit is followed by a pause, students write exactly what they hear, and so on.

2. Intensive, or controlled

Brown (2001:344) states that in a writing activity, intensive writing can be done by presenting a paragraph to students in which they have to alter a given structure throughout.

Brown (2004:225) states that in this stage, the students are intended to produce language to display their competence in grammar, vocabulary, or sentence formation, then to convey meaning for an authentic purpose.

3. Self-writing

As stated by Brown (2001:344), self-writing is a writing activity with only the self in mind as an audience. The activities included in it are note-taking and diary or journal writing. In note-taking activity, the students take note during a lecture for the purpose of later recall.

4. Display writing

For all language students, short answer exercises, essay examinations, and even research report will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5. Real writing

The example of real writing activities can be seen in the form of academic writing (group problem solving tasks), vocational/ technical writing (real letters), and personal writing (diaries, letters, postcards, notes, personal messages, etc).

In the academic activities, the Language Experience Approach gives groups of students opportunities to convey genuine information to each other. Content-based instruction encourages the exchange of useful information, while group problem-solving tasks may have writing components in which information is genuinely sought and conveyed. The last one, peer-editing work adds to what would otherwise be an audience of one and provides real writing opportunity.

In vocational/ techniqueal activities, a variety of real writing can take place in classes of students studying English for advancement in their occupation. In this case, a real letter can be written, genuine directions for some operation or assembly might be given; and actual forms can be filled out.

For the personal activity, the thing such as diaries, letters, post cards, notes, personal messages, and other informal writing can take place, especially within the context of an interactive classroom.

Furthermore, according to Richard (2002: 316), to encourage students to write the teachers may do the following activities:

1. Grouping brainstorming

The students of group members spews out his ideas about the topic. Spontaneity is important here. There is no right or wrong answers. Students may cover familiar argument first and then move off to more abstract or wild territories.

2. Clustering

Students form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show perceptible clusters.

3. Rapid free writing

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The limit of the time keeps the student's mind ticking and thinking fast.

4. WH-Question

Students generate 5W+H (*who, why, what, where, when, and how*) questions about a topic.

In relation to the way of encouraging students to take pride in their written work, teachers can apply portfolios. Portfolios encourages students to keep examples of

what they have written; the portfolios encourages them to write it well and with care (Harmer, 2007:340)

By having portfolios, the students can learn to write with care because they are trained to do so in portfolios. Moreover, they can keep what they have written proudly as a motivation or encouragement to write better.

3. Portfolio

a. Nature of Portfolio

Based on Hyland (2002:138), portfolio are multiple-writing samples which are produced over time and purposefully selected from various genres to best represent a student's abilities, progress and most successful texts in a particular context. In other words, portfolio is a compilation of students' writing works that are compiled continually and at least there will be two or three texts as the best selected works. Students can know their own writing abilities and progress as they do many kinds of writing tasks and keep the written products by themselves.

In addition, Penafiora in Richards and Renandya (2002: 347) points out that portfolios show a student's work from beginning of the term to end, giving both teacher and student a chance to assess how much latter's writing has progressed. In portfolio program, students should assess their own learning with guidance from the teacher.

At the classroom level, portfolio reflect classroom instruction and activities and have the potential for linking assessment and instruction (O' Malley, Michael, and

Pierce, 1996: 37). This statement implies that should performance is evaluated instructional goals, objectives, classroom activities. Portfolio contents should represent what the students are doing in the classroom and reflect their progress toward instructional goals.

There are a number of steps in implementing portfolio program in a classroom according to Valdez Pierce Gottlieb ((1996) in O' Malley, Michael and Pierce (1996: 46-49). First, the teacher should specify the purpose of the portfolio program. There are potential purposes of portfolio in classroom which are to encourage students self-evaluation, to monitor students' progress, from one to assess student performance from one grade to the next, or all of these.

Second, the researcher should match contents to the purpose. After defining the goals, the researcher should think about the kinds of portfolio entries that will best match the instructional outcomes and reflect the type of work students are doing in the classroom.

Then, the teacher should generate criteria. The teacher needs to develop clear, objective criteria for judging students work. This is to let anyone reviewing the portfolio know exactly how the student is doing. It can be done by including evaluative criteria for each sample of student work in the portfolio.

Next, the teacher should give standard of performance. The teacher has to assist students understanding what assessment result mean and how to interpret them. It can be done through explaining how criteria reflect standards.

Finally, the teacher should get students involved. After identifying purpose, content, criteria and standard, the teacher should think about role the students will play in selecting portfolio entries, providing input for assessment criteria, and students for each entry, assessing their own work and the work of others. The teacher needs to determine how and when she/ he will teach students to do each of things that will get them involved in reflecting upon their own progress in the classroom.

Overall, it can be concluded that portfolio is a way or method in teaching writing which students should collect and keep all their writing work which are guided by the instructor but not graded and finally at the end of the term they should choose the best two or three of their works to be evaluated and graded by the teacher. Portfolio can be implemented in writing classroom through some steps which are setting the purpose, matching content to the purpose, setting criteria, setting standards of performance and getting students self-evaluation, to monitor student progress, to assess students products, to communicate students performance relative to curriculum objectives, to show case students products, to communicate students performance, to parents, to maintain continuous record of student. Performance of grade to the next, or all of these.

Portfolio is a unique opportunity for students to learn to monitor their own progress and take responsibility for meeting goals set jointly with the teacher.

b. Characteristics of Portfolio

There are characteristics that are present to a greater or lesser degree in portfolio given by Harp-Lyons and Condon (2000: 32-37). First, a portfolio is a collection of

written works, rather than a single writing sample. It consist of all students' writing work from the beginning until the end of the portfolio programs so that they can know their progress during their learning.

Second, a portfolio enables the writer to display a range of writing performance in different genres and for different audiences and purposes. In the portfolio program, students practice a lot of writing so that it can train their skills in writing many different genres such as narrative, descriptive, procedure, recount, report, and so on. It can build the students' motivation, confidence, and interest as they write a lot of text types for many purposes.

Third, a portfolio possesses context richness insofar as it reflects closely the learning situation and demonstrates what the writer has accomplished within that context. It means that writers bring their experiences with them into assessment.

Fourth, delayed evaluation in portfolio program gives students both opportunity and the motivation to revise written products before final evaluation is given. By revising, students can improve their skills in the linguistic competency.

Fifth, portfolio generally involves selection of the pieces to be included in the portfolio, usually by the students with some guidance from the instructor. It implies that students are monitored and guided by the teacher in every step of their learning so that they will make effort better in doing their writing task.

Sixth, delayed evaluation and selection offer opportunities for student-centered control, in that students can select which pieces best fulfill the established evaluation criteria and can revise them before putting them in their portfolios. It can be inferred

that portfolio can train the students to be responsible of their learning in writing. They have to be careful in selecting their best works which will be evaluated and graded finally.

Seventh, a portfolio usually involves reflection and self-assessment, in that students must reflect on their work in deciding how to arrange the portfolio, and are frequently asked to write a reflective essay about their development as writers and how the pieces in the portfolio represent that development. It can be said that the learner self assess and/or reflects on what he/she has learned. Through this, the students can measure their own progress in learning. If they know their own strength and weaknesses in writing, they will always try to be better and do their best.

Eight, portfolio can provide a means for measuring growth along specific parameter, such as linguistic accuracy of the ability to organize and develop an argument. As stated before the students can measure their writing skills progress which can be seen from three aspects: linguistic features, message, and organization. Students can see their writing skill progress by comparing a collection of their writing works during the portfolio program.

The last, portfolio provides a means for measuring development over time in ways that neither the teacher nor the student may have anticipated. Portfolio is a process-oriented teaching. Therefore, every step of learning is evaluated in order to know the problems and the weaknesses during the teaching and learning process which will be overcome in the next teaching learning process.

Therefore, a portfolio should reflect those nine characteristics. In portfolio, there should be collection of students' writing works, a lot of writing exercise/performances, opportunity for revision, delayed evaluation, reflection /self-assessment, selection, measurement of students' writing skill progress, and measurement of the teaching learning development.

Hamp- Lyons and Condon (2000: 118) say that the most important components of a portfolio are collection, reflection, and selection. Hamp- lyons and Condon note that, without delayed evaluation, in which students are given opportunities to reflect on, revise, and select their writing, there is little motivation for the students to assemble a portfolio and it becomes, for the students, a meaningless exercise

c. Types of portfolios

There are three basic types of portfolios according to O' Malley, Michael, and Pierce 1996: 37). The first is a showcase portfolio is typically used to display a student's best work to parents and school administrators. Entries in the portfolio are carefully selected to illustrate student achievement in the classroom. The limitation to showcase portfolio is one which tends to hold only finished product and therefore may not successfully illustrate students learning over time.

The second is a collection portfolio. A collection portfolio contains all of a student's work that shows how a student deals with daily class assignments. This type of portfolio may contain evidence of both process and product and has the advantage of containing everything produced by the student throughout the year.

The third an assessment portfolio unlike show case and collection portfolios, an assessment portfolio is focused reflections of specific learning goals that contain systematic collections of student work, student self-assessment, and teacher assessment. The contents are often selected to show growth overtime.

Each entry in the portfolio has been selected with both students and teacher input and is evaluated based on criteria specified by both student and teacher. These criteria may take the form of rubrics, checklists, rating scales, and so on.

Meanwhile, Herman et al.(1996) in Weigle (2002: 214) also discuss three types of portfolios. The first is the show case portfolio. It contains a students best pieces only.

A show case portfolio can show off the student's best work. The second is the progress portfolio. It documents evidence of growth overtime. It can document how far a student has come. The third is the working portfolio. It contains all work done for a course, or at least samples the represent the major learning goals or units of a course. It can show the range of writing assignments that the students has completed.

The purposes of the portfolio wil determine which those types of portfolio will be most appropriate. All kinds of portfolios may be used for accountability purposes or to communicate with parents about their children's work in class. All types af portfolios may also be useful in motivating students performance.

d. Essential Elements of Portfolios

From among the various types of portfolios being used today, O'Malley, Michael and Pierce (1996: 35-36) identify several key elements. There are three esesntial elements of portfolios. The first is a sample of students work. Most portfolio consist

of sample of student work that shows growth over time. The contents may depend on students or teacher preferences, the purposes of the portfolio, or the instructional goals the portfolio is designated to reflect.

The second is a student's self-assessment. Without self-assessment and reflection on the part of the student, a portfolio is not a portfolio.

The third is clearly stated criteria. Students need to know how their work will be evaluated and by what standards their work will be judged. Specifying criteria and standards and providing representative samples of what these look like helps students set goals and work toward them.

Those three elements are very important in a portfolio program so that they should be present in a portfolio program. Thus, the teacher should consider those three elements well in the teaching writing through portfolio program.

4. Portfolio Assessment

As mentioned before, portfolio is one of the solutions to cope with the problem in teaching writing. Harmer (2007: 380) suggests that portfolio assessment is defined as achievement test and proficiency test both concerned with measuring students' ability at a certain time. He assumes that portfolio assessment can be used as a consideration whether the students can pass or achieve the minimum score in writing and to test whether they have learned writing skills (Harmer, 2007:380).

Williams (2005:72) says that portfolio is kind of method of assessment containing collection of learners' work which the learner creates him/herself, or with the teacher, during a course even it often contains comments on the work written by the learner or

classmates. In other words, portfolios cover the student's work and possibly the teacher's comment to the work.

In addition, Applebee and Langer (1992: 30) in Richards (2002: 347) state portfolio assessments as a cumulative collection of the work students have done. In this definition, portfolios show a student's work from the beginning of term to the end.

Furthermore, Applebee and Langer (1992: 30) in Richards (2002:347) argue that there are five types of portfolio assessment. The first type is a conventional "writing file" in which students keep their work. Second, a bound notebook with separate sections keep for work in progress and final drafts, for example, in the back part of the book. Third, a loose-leaf notebook in which students keep their drafts and revisions. Fourth, a combination folder and big envelope where students' writing-exercises, tests, compositions, drafts, etc. are kept. Last, a notebook divided into two sections: one for drafts and the other for final. So, there are some types of portfolio assessment that can be applied to be an instrument to write.

Moreover, according to Farr and Lowe (1991: 79) in Richards (2002: 348) to achieve the goals of literacy assessment, portfolios must be developed. They propose six types of portfolio development. First, both teachers and students put in resources to the portfolio. Second, students are considered as the owners of the portfolios. Third, conferencing between students and the teacher is an intrinsic activity in portfolio assessment. Fourth, discuss notes and reflections of both the teacher and the student are kept in the portfolio. Fifth, portfolios have to reflect a wide range of

students' work and not only are that which the teacher or students determined the best. Sixth, samples of the students' reading and writing activities are collected in the portfolios, including unfinished projects.

Furthermore, there are several reasons which teachers may consider in the use of portfolio assessment. Applebee and Langer (1992:29) in Richards (2002: 348) claim that portfolio assessment is the best assessment for two reasons: (1) typically contain a variety of different samples of students' work. (2) make it easy to separate evaluation from the process of instruction.

Moreover, Gallehr (1993) in Richards (2002: 348) states that no system of assessment is as perfect as portfolio assessment. He explains further that students are required to write, however, within this requirement; they can choose the topic, audience, responders in the class, revision strategies, and so on. They are free to select from their works the pieces they want to include in their portfolios. For example for topic, the students can select their own topic which is related to the lesson. Then, they can select who will read their work and who will give feedback and act as the responder to their work. Moreover, they can choose how they will revise their work.

Besides those advantages, portfolio assessment can be used both in written and oral language skills. In relation to this, Brown (2001:418) says:

“one of assessments within communicative language teaching framework is the construction of portfolios. Portfolios include essays, compositions, poetry, book reports, art work, video-or audiotape recordings of a students' oral production, journals, virtually anything else one wishes to specify.”

Indeed, Nunes (2004: 327) in Harmer (2007: 341) recommends that portfolios can be a successful mechanism since the teacher cannot only diagnose the students' skills and competencies, but also become aware of their preferences, styles, dispositions and learning strategies.

Besides, Airasian (1989:263) adds that 'writing portfolios' which consist of collections of students' writing are the most common applications of portfolios in school. He adds portfolio assessment is dependent upon the four steps. These include establishing (1) a clear purpose, (2) performance criteria, (3) an appropriate setting, and (4) predetermined rating or scoring criteria.

Furthermore, portfolio assessment must take into account the setting in which students performances will be gathered. In cases involving written portfolio, the performances will usually be gathered by an in-class or out-of-class writing assignment. The first step, establishing a clear purpose, the teacher should decide what they apply portfolio for. Secondly, the teachers should agree on what performance criteria the students will be assessed on. Thirdly, the teacher and the students should be completed at last; the teachers should have predetermined rating or scoring criteria of the assessment.

Meanwhile, Airasian, (1989:263) recommends some advantages of portfolio assessment. First, portfolio assessment makes the student part of the assessment process. Second, it gives the students, parents, and teachers a viewpoint on the student' progress or improvement. Third, reinforces for teacher the importance of performance, not just paper-pencil assessment. Fourth, provides real examples for

parent conferences. Fifth, focuses teaching on important performance activities. Sixth, help assess curriculum needs. Seventh, shows student the importance of performance. Next, provides specific products that can be used for diagnosis. Last, assembles cumulative evidence and outlook on student's learning. In conclusion, portfolio have some advantages to know what the students need.

4. Learning Motivation

a. Definition of Motivation

Motivation is the activation or energization of goal-oriented behavior. Motivation may be internal or external. The term is generally used for humans, but, theoretically, it can also be used to describe the causes for animal behavior as well. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or desired object, hobby, goal, state of being ideal, or it may be attributed to less-apparent reasons such as altruism morality, or avoiding mortality.

According to Brown (2000:160) motivation is possibly the most frequently used term for explaining the success or failure of any complex task. In other words, it is easy to claim that success in any task is due to the fact that someone is "motivated". The learner will be successful in learning with the proper motivation. Such claims are not erroneous, for countless experiments in human learning have shown that motivation is a key to learning. Moreover, Brown (2000:72) adds that motivation is the extent to

which one makes choice about: goal to pursue and the effort you will devote to that pursuit.

b. Types of Motivation

1. Intrinsic Motivation

According to Harmer (2002: 51), intrinsic motivation comes from within the individual. Thus, a person might be motivated by the enjoyment of learning process itself or by a desire to make him better.

Furthermore, intrinsic motivation comes from reward inherent to a task or activity itself. The enjoyment of a puzzle or the love of playing. This form of motivation has been shared by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Intrinsic motivation has been explained by Fritz Heider's attribution theory, Banduras work on self-efficacy, and Ryan and Deci's cognitive theory. Students are likely to be intrinsically motivated if they attribute their educational result to internal factors that they can control (e.g. the amount of effort they put in). The students are also intrinsically motivated if they believe they can be affective agents in reaching desired goals (i.e. the results are not determined by luck); and are interested in mastering. Because students are not always internally motivated, they sometimes need *situated motivation* when it is found in environmental conditions that the teacher creates. The extrinsic motivation works here.

2. Extrinsic Motivation

Brown (2000: 164) states that extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positives feedback.

Besides, as stated previously, extrinsic motivation comes from outside of the performer; money is the most obvious example, but coercion and threat of punishment are also common extrinsic motivation. In sports, the crowd may cheer on the performer, which may motivate him or her to do well. Trophies are also extrinsic incentives. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the extrinsic rewards of the activity. Social psychological research has indicated that extrinsic rewards can lead to over justification and subsequent reduction in intrinsic motivation. In education, the extrinsic motivation can be reward and punishment. Reward is not always in term of money, may be it can be flattery. Then, the punishment can make students remember and motivate to do the better one.

Moreover, Harmer (2002:51) adds that extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial rewards, or possibility of future travel. In this study, the writer directs motivation as a background of language learning in which both of intrinsic and extrinsic motivation enrolled on it.

3. Motivation as a Background of Language Learning

As the theory tells in the previous part, in learning language, we should understand the definition of language as a background first. Language here means the facilitation to make the learners easy to develop their skill (Tomlinson, 1998:4). Most of language learning is the subconscious development of generalization to acts of communication. Language learning can be explicit (i.e. the learners are aware of when and what they are learning) or it can be implicit (i.e. the learners are not aware of when and what they are learning).

In other words, language learning is subconscious development whether it is explicit or implicit. The process of developing skills absolutely needs internal drive such as motivation. We can also point out that in learning language, the process of building motivation occurs whether it is conscious or unconscious. William et.al. (2005:38) say that motivation is the thoughts and feeling we have which make us want something to continue to want to do it and turn our wishes into action. Motivation influence: (1) why people determine to do something, (2) how long they want to do it for (3) how hard they are prepared to work to achieve it.

Furthermore, Covington (1998:1) in Dornyei (2001:7) says that motivation is like the concept of gravity, is easier to describe (in term of its outward, observable effects) than it is to define, of course; this has not stopped people from trying it. Wlodkowski (1986: 44-45) in Dornyei (2000:712) also points out that motivation is powerfully influential and wide-ranging area of study in psychology. Motivation at its core deals with why people behave or they do. But in term of mutual understanding and tightly

controlled boundaries of application, motivation roams the field of psychology with almost reckless abandon.

Motivation is very important in language learning. It helps to make learning successful. There are several factors why the students need motivation to learn English. The first reason is to get feeling good about learning language: success, self-confidence, feeling responsible for and in control of students' own learning. The second reason is to get interest in learning process: the interest and relevance to us of the course content, classroom activities, the teacher's personality, teaching methods (William, 2005:38).

The learner may have strong motivation in one of these areas or their motivation may be quite balanced. Different learners will also be motivated in different ways from one another, and motivation can change. Learner may, for example, be quite uninterested in learning a particular language, then meet a teacher who they like so much that they begin to love learning the language. In other words, some technique that promotes the individual's goal related behavior is very important.

The learners may have strong motivation (Dornyei, 2001:28) explains that the technique refers to motivational influences that are consciously exerted to achieve some systemic and enduring positive effects are usually motivational strategies. In the motivational strategies, there are several key units in the process building motivational strategies such as: (1) creating the basic motivational conditions. (2) generating initial motivation. (3) maintaining and protecting motivation. (4) encouraging positive retrospective self-evaluation.

In conclusion, motivation influence: (1) why people settle on to do something, (2) how long they would like to do it for (3) how hard they are prepared to work to accomplish it. There are two kinds of motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from inside factors of the learners himself, while extrinsic motivation comes from outside factors. In education, intrinsic motivation can be built by enjoyment of learning process or desire to make himself better. In the contrary, extrinsic motivation can be created by giving some rewards or punishments. Besides, in relation to language learning, the teacher can build motivation by considering carefully the intrinsic motivation of her students and then by designing classroom tasks that feed into those motivation.

5. Self-Confidence

a. Definition of Confidence

Confidence is the active and effective expression of inner feelings of self-worth, self-esteem, and self-understanding (Yoder and Proctor, 1988:4)

Self-worth means a feeling of confidence in oneself that he/ she is being a good and useful person. Self-esteem refers to a feeling of being happy with his or her characters and abilities. Whereas, self understanding means one's feelings, thought, and behavior, he knows his weakness and strength.

Furthermore, Boyatzis (1982), as quoted by Yuki (1989:182), definition confidence as:

“a demonstrating belief in one’s own ideas and ability, by behavior such as taking decisive action rather than hesitating or vacillating, and making proposals in a firm unhesitating manner, with appropriate poise, bearing, and gestures”

The self-confident person expresses his belief in his own thought and skill through taking an action with no doubt. It means that he will not be slow to act because he feels uncertain or nervous; or he does not keep changing his opinion or thought about something in a way that annoys other people. Besides, he does an action with appropriate poise, it refers to a right manner with control of his feeling and behavior to move or stand in an elegant way with good control of his body. Appropriate bearing means the way in which he stands, walks, or behaves, and appropriate gestures refers to movement that he makes with his hands, his head, or his face to show particular meaning.

Moreover, Lindenfield (1997:3-4) divides confidence into two: internal confidence and external confidence. She defines internal confidence as the feeling one has that tells one is in a good condition. It is a positive assumption one has about his condition. And external confidence is defined as the psychological factor which allows a person to act and behave in such a way to show his surroundings that he is in a good condition. Besides, Brown in Richard (2002) claims that the eventual success that students attain in a task is partially factors of their belief that they are capable of

accomplishing the task. Self-esteem, believe in their own ability lies at the roots of eventual attainment.

Based on the discussion above it can be concluded that confidence is one's inner feeling and trust of his own skill and ability that he unhesitatingly perform in his action.

b. Indicators of Confidence

Lindenfield (1997:4-11) classifies that there are two kinds indicators of confidence, that is internal confidence and external confidence.

(1) Internal Confidence

a. Self-loving. A self-confident person appreciates himself and others: show eager to be praised, comforted, and granted: draws other people's attention: is proud of his good behaviors and uses them to help others; keeps his body healthy; and will not intentionally do things that will harm his chance to reach success.

b. Self-understanding. A self-understanding person thinks about his feelings, thoughts, and behaviors; knows his weakness and strengths; understands his moral values and behaves on them; tend to find and have the "right" friends: opens for criticisms and suggestions from others: has a will to learn new things; and knows who he is and places himself at the right position.

c. Clear objectives of life. A self-confident person views life as fun, thinks positively toward others, believes that most problems can be solved effectively, spends energy

for something useful rather than worrying about a negative result, believes that the future is brighter, work harder, and has a will to learn and to do tasks.

(2) External Confidence. It consists of four components:

- a. Communications. A self-confident person listens to others patiently, carefully with full attentions; different background and age.
- b. Firmness. A self-confident person declares his needs firmly; stand for his rights and the rights of other; knows how to compromise with others; gives and takes praise sensitively; and gives and takes criticism carefully.
- c. Self-appearance. A self-confident person wears the rights outfits suitable in his characteristics; and dresses for reaching success.
- d. Control of feeling. A self-confident person handles anger well; handles jealousy well; handles sadness well; and deals confrontation with others effectively.

Spear, Penrod, and Baker (1988:592) add other indicators of self-confidence. They say:

“People who are confident can regulate their own behavior and successfully influence event are likely to set more difficult goals for themselves. Second, they are likely to prepare and or plan more thoroughly to attain goals. Third, they are likely to be more persistent...”

Myers (1999:327) adds consistency as an indicator of self-confidence. He believes that consistency conveys self-confidence. This includes the ability to set plans and accomplish tasks.

Based on the discussion above, it can be concluded that there are many factors to indicate confidence; they are internal and external confidence, consistent in regulating behavior, set the goal, and persistent.

c. Low Self-Confidence

Besides all the indicators which indicate the existence of self-confidence in one's self discussed above, there are other indicators which show the missing of self-confidence. Clerent, Dornyei, Noal (1994), as quoted by Nakanishi (2002:4) claim that low self-confident students have lower motivation than those whose self-confidence is higher. These students also bring a higher level of nervousness into the classroom which will affect their performance in the classroom.

Gilmer (1978:209) states that one tends to slip back at times. It is normal. But, when the feeling of inferiority to others interferes in life, it is wrong. This feeling of inferiority may lower the self-confidence level, which will affect in the keeping of strong points in minds. Students with this characteristic tend to fail in the classroom achievement because they are easily defeated by other students, in proposing arguments for example.

To conclude, low self-confident students have lower motivation and tend to be inferior which will affect their performance achievement in the classroom.

d. The Effect of Self-Confidence in Language Learning

In reference to language learning, self-confidence may effect in the classroom behavior and achievement. Mc Kay and Tom (1999:4) state that many students with higher proficiencies than their classmates because they are confident that they can and will learn the language. These students go out and take risks involved in using the new language to communicate with anyone and everyone they encounter others with higher proficiency may fail in the classroom performance because they do not have enough confidence to use the language.

Furthermore, Spear, Penrod, and Baker (1988: 592) say “if you are confident then you can accomplish the goal, write the paper, pass the examination, get a good grade in the course, graduate with honors... and try harder.” In addition to that, Dulay; Burt; and Krashen (1982:94) state that self confidence has appositive effect in second language acquisition. They say ” it appears that self-confident people are more willing to take risks, to place themselves in unfamiliar learning situations, to guess or to experiment with new forms, and to make mistakes all of which contribute to the increased ability to learn.”

e. Factors Promoting Self-Confidence

In the classroom, it is important to create such atmosphere which will promote students’ self-confidence. It is very important to provide a supportive classroom atmosphere where risk taking and other positive learning behaviors are fostered (Mc Kay and Tom, 1999:4)

Geen (1994), as quoted by Nakanishi (2002:5), states that good classroom atmosphere is needed to make such activities in the classroom that will promote the students' self-confidence especially for students who are easily exposed by negative evaluation from friends or teacher. These activities need to be prepared with deep consideration based on students' background, characteristic, personal circumstances, and expectations (Mc Kay and Tom, 1994:2-4)

Nakanishi (2002:6) adds that the teacher needs to be very careful in correcting students' error even when communication is not perfect. Teachers should make students feel comfortable to arouse the courage. Furthermore, Brown in Richards (2002) assumes that the teacher should tell the students explicitly (verbally and or nonverbally) that she does indeed in them; has the learners make lists of their strengths, of what they know or have accomplished so far in the course.

Based on the explanation above, it can be concluded that it is important to provide a good classroom atmosphere which will promote the students' self-confidence. In addition, the teacher should make students feel comfortable and tell the students explicitly that she believes in them to arouse their courage.

6. Learning Interest

a. Definition of Interest

In education, interest is very important. Effendi and Praja (1989) say that learning with interest is better than without any interest. Interest occurs when people are interested in something as it is compatible with their needs or because they feel that what they learn is important for them. In other words, if students are interested in

learning English they will study it easily and seriously. By this way, their ability will be likely to increase. In contrary, if they are not interested, they will get difficulty in learning a language. Thus, the success of learning English is affected by interest.

Moreover, Depdikbud (1980) formulates a boundary of interest and its importance in teaching learning process of learning result, when a person is not interested in learning something, the result cannot be expected to be well successful. It is assumed that the student with great interest in learning English will be more successful, and the result will be more maximal than the students with little or no interest at all. Furthermore, Effendi and Praja (1989) add that the interest is measured through four indicators, such as: level of attention, level of preference, level of self-confidence, and level of improvement activities in English.

Additionally, level of attention means the act of listening to, looking at, or thinking about the learning of English carefully. The second indicator is the level of preference, that can be shown as a learners' attitude towards a set of objects, or it can be defined as students' opinion of liking or disliking. Next indicator, level of self-confidence means student's inner feeling and belief of his own skill and ability that he performs in his action. The last indicator, level of improvement activities, refers to students' activities that are better than before, for example, the learners are able to attain or produce something that is better in quantity or quality.

In conclusion, if students are interested in learning English they will study seriously. On the contrary, if they are not interested in them, the eventual attainment

cannot be expected to be successful. Besides, level of attention, self-confidence, and improvement can be indicators of learning interest.

B. Review of Related Studies

In relation to writing activities, the research finding of Gipayana (1988: 191-201) showed that writing learning of elementary school students by approaching portfolio assessment is more effective than another approach. Furthermore, Lalande in Hadley (1994: 326) that are done by German students' who learn English showed that they learn writing and make self-assessment. This is a self-evaluation activity that the learning result is significantly better than evaluation done by the teacher. In addition, Kelly Elementary School San Diego states that the achievement of students that evaluate their writing products by their selves is higher than that by the teacher. Based on research above, it can be predicted that students' English writing ability that are given portfolio assessment is better than conventional assessment.

Moreover, Marhaeni (2005), she studied about the influence of portfolio assessment and achievement motivation in learning English toward English writing ability for college students of IKIP Singaraja Bali. The research done by Marhaeni consists of three phases of writing assessment (pre-writing, writing, and revision). The research found that portfolio assessment is proved can be able to improve student colleges' learning motivation toward students' college writing skills.

C. Conceptual Framework

Addressing to the solutions to the students, the researcher will come to explore the nature of media as one of the solutions. There, she finds that portfolios are said a way of encouraging students to take pride in their written work. All the problems mentioned in the identification of the problem section can be solved through portfolio assessment. This method can cope the problem related to the practice because it enables the students to keep practicing their writing skills.

This assessment is also able to solve the students motivation as it is a way of encouraging students to take satisfaction in their written work. This technique will handle the problem related to confidence since when the students are really satisfied with their works, they will write better. This will encourage their confidence in writing. Moreover, this method will cope the problem related to the students' interest because portfolio assessment gives the students freedom to choose the topic. If the students are given freedom to choose the topic, they will be interested to write about something they like. Thus, it is a strategic way to cope those problems. Portfolio assessment can solve the students' practice, motivation, confidence, and interest. Thus, portfolio assessment will be able to improve student's writing skill.

By encouraging them to keep examples of what they have written, the teacher is encouraging them to write it well and with care (Harmer, 2007:340). As mentioned earlier, portfolio assessment can be used to solve the students' problems, such as practice, motivation, confidence, and interest. Firstly, portfolio can keep students' practice because by using that they will have the habit to practice in writing, so they

can improve their writing skill step by step. Secondly, dealing with motivation, the students will be able to write well by using portfolio, because they have to submit their work every week. Thirdly, in relation to confidence, the students will be more confident since they write by their own topic at home. Fourthly, dealing with interest, the students will be more interested because every week their work will be given back, so they will make a writing which is better than before. Furthermore, the paper of portfolio will employ drawing papers which make the portfolios more interesting. Thus, portfolio can be carried out and make it possible to be used as efforts to improve the writing skills.

CHAPTER III

RESEARCH METHODS

This chapter gives information about how this research will be conducted. It includes explanation on the types of the research, the subject of the research, the research setting, place and time of the research, the steps of action research, the instruments and data collection techniques, data analysis process as well as the validity and reliability which will be used under study.

A. Design of the Research

This research is action research. The data are in the terms of qualitative data. Action research is a form of self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practice, as well as their understanding of these practices and the situations in which practices are carried out (Kemmis and Mc Taggart in Mc Niff, 1991: 24). As it is done in a certain setting, the researcher should be able to understand the characteristics of the setting she might work in.

B. Target Community Setting

The setting of this study is SMP N 2 Sleman that is located at Bhayangkara Street, No. 15, Triharjo, Sleman, Yogyakarta. This school has 18 classrooms, one teachers' room, one room for the school principal's office, biology laboratory, physic laboratory, and one for the official administration. It also has mosque, football court,

basketball court, badminton court, volley court, canteens, toilets, parking areas, and library. Moreover, this school also has extracurricular activities such as Scout, Young Red Cross, Basketball, Football, Storytelling, Tae Kwondo, , Music, and so on.

Besides, what the researcher finds that what special from this school is that all of the students have to read the Holy Al Qur'an in the first 5 minutes of the day or 07.00-07.05 every day. This is considered by the teachers to be a good starting point before they have their activities along the day.

The subjects of this study are the Grade VIIE students of SMP N 2 Sleman who are in the academic year of 2011/ 2012. They are in the second semester of their study. In this class, there are 36 students, 22 females and 14 males. This class will be chosen as the subject because based on the previous observations, the students in this class experienced some problems in learning English. One of the problems was that deals with writing.

C. Place and Time of the Research

This study was conducted in SMP N 2 Sleman with the VII grade students of as the participants in the second semester in the academic year of 2011/2012. In this school, English is taught 4x45 minutes per week. The students were permitted to use the books available in library with the permission of the teacher while having class with him. The study were carried out during the English class which is held two times a week. The schedule are Tuesday at 08.35 and Friday at 07.05. The actions last in 4x

45 minutes per meeting during May 2012. Cycle I was carried out on 11, 15 & 18 May 2012 whilst Cycle II was carried out on 22, 25 & 29 May 2012.

D. Procedures/Steps of the Action Research

1. Determining the Thematic Concern Reconnaissance

To find out information about the real situation of teaching learning process in SMPN 2 Sleman, the researcher did the reconnaissance step. In the reconnaissance, some activities were conducted. Firstly, the researcher observed teaching and learning process in SMP N 2 Sleman. The observation was conducted to watch and notice classroom events closely. Then, she interviewed an English teacher and some students. The interview with the teacher was conducted to find out strategies of English teaching and learning. Next, the researcher administered pre-test. It was conducted to know the students' writing ability. The students were asked to write a simple procedure text. In order to be consistent and avoid the subjective scoring, it is applicable to make the criteria for scoring. The scoring consists of five components of writing. The rubric of scoring was given in the appendix. Whilst the componets are given as follows.

- a. Content : The appropriate with the title chosen
- b. Organization : Unity, coherence, cohesion
- c. Vocabulary : The precision of using vocabularies
- d. Grammar : Tenses and patterns
- e. Mechanics : Spelling and punctuation

Next, to assess the democratic validity, every participant was given an opportunity to give their opinions, thought, feelings, and expectations during the research. After identifying the problems of teaching and learning process and students' writing ability, the researcher and the English teacher will make planning.

2. Planning

In this step, the researcher developed research instruments, identified students' problems, and prepared lesson plans. The research instruments include field notes the interview guideline, the pre-test and post- test questions, and the questionnaire were designed by considering the types of data needed. Furthermore, the learning materials which were used in the classroom are in the forms of copied handout and others will be written on the whiteboard. The materials will be delivered by using some teaching medias such as laptop, picture, power point presentation, etc.

In planning the Cycle I and Cycle II, the researcher developed the materials which would be taught by reviewing the standard competencies and basic competencies . The researcher planned to have portfolios in three meetings and they would be assessed. In this stage, the researcher decided the types of portfolios by considering the type of the task, the topics included in the portfolio and teaching techniques. Furthermore, the materials were also designed based on the topics. The topics were based on the students' daily context. Grammar points and related vocabularies were delivered on the meetings before the researcher asks the students to

make the writing products so that they have chances to practice their writing skills. By having this method, students could improve their writing skills.

In addition, after each cycle, there was a test in the form of the formative test to get information about learning success at that cycle, whether the students get any improvement or not in writing skills and to get the information about the effectiveness of using portfolio in improving the writing skills. The information were needed to know whether the portfolio worked well as planned or it needed to be revised and changed.

3. Action and Observation

In this stage, the lesson plans were implemented in the class and the teaching and learning process were observed and recorded in the form of field notes. Cycle I consists of three meetings. The first meeting, the researcher did pre- writing steps; include self-evaluation, theme discussion, topic analysis, and organizing, and the student were asked to make first portfolio about how to make certain food or beverage as a homework. The second meeting, the researcher explained about procedure text about food and beverage (content, organization, language feature), the students were asked to submit portfolio 1 that had been done at home, Then, the portfolio 1 was reviewed by their classmates (peer- correction) based on assessment table given. At the end of meeting, the students were asked to make second portfolio as their homework and they were also asked to review their own work (self- correction). The third meeting, the researcher reviewed about procedure text, the

students were asked to submit the second portfolio, then, the portfolio was reviewed again by their classmates (peer-correction) based on assessment table given. At the end of teaching and learning process, the researcher asked the students to make the third portfolio as their final product as students' homework based and revise it based on their friends and their own review. The forth meeting the students must submit the portfolio 3 (final product). Moreover, in this stage the researcher and the teacher noteed some problems appearing during the teaching and learning process. In addition, the researcher conducted interviews with the students and the teacher related to teaching and learning process after each meeting to improve the next meeting.

Besides, Cycle II also consisted of three meetings: In the fourth meeting, the students were asked to submit all portfolio products that had been done at home, Then, the portfolio products were kept by the researcher to be assessed. After that, the researcher did pre- writing steps; include self-evaluation, theme discussion, topic analysis, and organizing, and the student were asked to make the forth portfolio about how to make certain handicraft as a homework. Whilst in the fifth meeting, the researcher explained about procedure text about making a simple handicraft (content, organization, language feature), the students were asked to submit the forth portfolio, then it was reviewed by their classmates (peer- correction) based on assessment table given. At the end of meeting, the students were asked to make the fifth portfolio as their homework and they are also asked to review their own work (self-correction).

Moreover, in the sixth meeting, the researcher reviewed about procedure text, the students were asked to submit the fifth portfolio, then, the portfolio was reviewed again by their classmates (peer-correction) based on assessment table given. At the end of teaching and learning process, the researcher asked the students to make the sixth portfolio as their final product as students' homework and revise it based on their friends and their own review. Then, students must submit the final product at post- test session. In this stage, the mistakes, weaknesses, changes and improvements were noted as a consideration to draw the conclusion about the whole teaching and learning process.

4. Reflection

In this stage, the implementation and observation of Cycle I and Cycle 2 were reflected in the discussion between the researcher and the teacher. Furthermore, the whole problems, solutions, changes, and improvements made in Cycle 1 and Cycle 2 were discussed to draw conclusion about the overall teaching and learning process. In this research, the researcher and the teacher come to the deep thinking on how to improve the effectiveness of portfolio and the teaching and learning process so that the improvement desired by the researcher and the teacher can be achieved. The reflection session will be expected to be useful in revising the plans and actions so that the effort will be done in a better way.

If the actions carried out were successful, the researcher would continue to implement them by giving other components of writing to the students. But if the

actions are not successful, the researcher tried to find the suitable actions to improve students' writing ability. This is to assess outcome validity. While, to assess dialogic validity, the researcher collaborated with the English teacher to review the value of the actions. Furthermore, the researcher used some students' reflection on their learning (more than 2 students).

E. Instrument and Data Collection Techniques

There are four techniques used to collect data:

1. Observation

Observation of the implementation of the teaching and learning process provide useful information. According to Kurtner et al. (2007: 28), there are two types of observation: structured and unstructured. Structured observations, which use systematic observation and a coding instrument, narrow the focus and the observation and provide data on a specific instructional behavior. Items on checklists, for example, can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. In unstructured observations, the observer views the overall classroom and assesses a wide variety of teaching and behaviors. They provide general information about instructional practice and students responses, and are informative when used in conjunction with the students and teacher interviews.

There are various observation techniques that can be applied in the classroom setting. Some of the techniques provide a detailed description of what is occurring in the classroom. They include running transcripts, grids, tally sheets, lesson plan, and video recording. The observation data can be useful in giving the teacher feedback on his/her instructions. Observations also validate information collected through students and teacher interviews.

In this research, the researcher applied structured observation by using observation checklists in each meeting to focus on the information about the teacher's instruction, and the classroom situation. Furthermore, observational notes-making was used to gather information about the teaching and learning process in general as one of the unstructured observation techniques. The Blueprint of observation guide is given in the appendix.

2. Interview

Interviews can be valuable evaluation techniques, as they provide, with the interviewer's ability to probe for answers, more in depth information than do questionnaires (Kutner et al. 2007: 25). Interviews can be done with or without guidelines. In this research, interview with guideline (interview checklist) will be used as the instruments. However, guidelines may help the researcher to focus the conversation on several items or data needed in the study. The questions may include both close-ended and open-ended questions.

Interviews can provide information gathered through the students' own reflection, observation, and interactions with the teacher. They can also deliver their impression, feedback, and problems in the classroom.

Once the interview is transcribed, they will be analyzed by putting into some categories containing certain patterns indicating students' perception, problems, etc. Data will be gathered from students when it is used in conjunction with other data collection instruments, the data can be used to validate findings.

In this research, interviews will be used to gather the data about the student and teacher's feelings during the teaching and learning process, their reflections on learning, their observations during the classes, their success and difficulties in learning, and their perceptions on the instructional materials. The following is the example of interview guideline.

Table 1: Interview Guideline prior to Actions

No.	Topic of Questions	Reference
1.	Student's writing experience.	Burns, 1999
2.	Student's perception on writing.	Burns, 1999
3.	Student's difficulties on writing.	Burns, 1999
4.	Student's preference on writing media (pencil-paper/ OHP, etc.).	William, 2005
5.	Student's preference on teaching and learning of writing (presentation/ discussion, etc.).	William 2005
6.	Student's expectation in writing learning process.	Burns, 1999

Table 2: **Interview Guideline after Action Research**

No.	Topic of Questions	Reference
1.	Students' feeling on the overall of teaching and learning of writing.	Burn, 1999
2.	Students' success/ failure in writing during the teaching and learning of writing.	Burns, 1999
3.	Students' perception on their writing skills (improved/ no improved).	Burns, 1999
4.	Students' perception on portfolio tasks.	Burns, 1999
5.	Students' perception of their friends' learning (improved/ no improved).	Burn, 1999
6.	Students' expectations to the next writing activities.	Burns, 1999

3. Questionnaire

Questionnaires have the advantage of being easier and less time-consuming to administer than interviews, and the responses of larger numbers of informants can be gathered (Burns, 1999: 129). In this research, open-ended items will be used in open-ended questionnaires which will be conducted at the end of teaching and learning process to gather the data about students' perceptions on the use of portfolio, and the improvement they made during learning by portfolio.

Although they cannot provide deep information, open-ended questionnaires provide the students freedom to express their responses to the questions. However, open-ended responses are more difficult and time consuming to analyze.

In this research, questionnaires were used to gather the data about the student' motivation, interest, confidence, and practice during the teaching and learning process, their reflections on learning, their observations during the classes, their

success and difficulties in learning, and their perceptions on the instructional materials. The following is the blueprint of questionnaire, whilst the questionnaire items are given in the appendix.

Table 3: Blueprint of Questionnaire

No.	Topic	Number of Question
1.	Motivation	1, 10
2.	Interest	2, 4
3.	Confidence	3
4.	Involvement	5
5.	Practice	6, 7
6.	Affective Problems	8,9

4. Test

Tests provide a picture of students' achievements at any given points, although there are more authentic assessments such as portfolios and observations. Kutner et al, (2007: 333) suggest that to determine whether change or growth has taken place, some sort of pre- and post- measures are required. He also suggests that to determine accurately the success of an instructional sequence, instructors must pre-test students at the outset, and, using the same or similar instruments (pre test question same with post test questions), test them at specified intervals throughout the instructional process. Those measures reveals what students have actually learned from instruction. In this research, pre-test and post-test were used to gather the data about students' improvement in writing.

To analyze the pre-test and post-test result, the students' writing on the pre-test on the criteria such as content, organization, punctuation, vocabulary, spelling, grammar were indicated by numbers, calculated and compared with those in the post-test result. This is to fulfill time triangulation, the researcher will gather the data about the improvement on writing skills through pre-test and post- test. The following is the blueprint of the test.

Table 4: The Blueprint of The Test

<p>The students make a simple procedure essay of 15-30 words in 30 minutes performing their competence on grammar, punctuation, spelling, content, organization and vocabulary.</p>

Table 5: Test Item for Pretest in Writing

Pre-test Writing
<p><i>Time: 30 minutes</i></p> <p><i>Choose one of the following topics. Make an essay (procedure) of 15-30 words about the topic you have chosen. Your writing will be assessed based on the criteria of grammar, punctuation, spelling, content, and vocabulary.</i></p> <p><i>Topics:</i></p> <p><i>a. Your favorite food</i></p> <p><i>b. Your favorite drink</i></p> <p><i>c. craft made by your own</i></p> <p>GOOD LUCK</p>

F. Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials to increase the researcher's own

understanding about the data on the field. The analysis will involve working with data, organizing them, searching for pattern, and discovering what will be reported.

The focus of this research is on the significances of portfolio assessment in improving students' writing skills. The data were analyzed inductively. The process of data analysis began since the researcher starts to collect data in the class. However, the researcher still had to analyze the data intensively after leaving the field. The researcher collected the data until the data are saturated.

To get trustworthiness, the researcher used a triangulation technique which will be done by comparing the data collected with other resources and by always confirming the result of the research with the research respondents. The process of triangulation will be done during the observations and test.

G. Validity and Reliability of the Research

Since the researcher referred to Burns' criteria (1999: 161) of the fulfillment of the research validity, this research fulfills the following criteria:

1. Outcome validity, related to the notion of action leading to outcomes that are "successful" within the research context. This research was expected to be able to solve more than one problem in the teaching-learning process, for example ones which are related with writing (lack of practice, low motivation, low confidence, and low interest).
2. Process validity, related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes

during the lessons, interviewing students, and having discussion with the teacher initiated the process validity of this study.

3. Catalytic validity, related to the extent to which the researcher allows participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes, or by monitoring other participants' perceptions of problems in the research setting. In this case, the researcher will ask the students' responses to the changes occurring to themselves.
1. Dialogic validity, related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observe and report the students' reaction during the teaching and learning process fulfills this criterion.

While using those principles, the reliability of the data will be gained by giving genuine data, such as the field notes, questionnaires, interview transcripts and other records. The triangulation (Burns, 1999: 163-164) techniques which will be used in this research are:

1. Time triangulation: in which the data were collected over a period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher gathered the data about the improvement on writing skills through pre-test and post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which will

be taken in every meeting. The process of time triangulation was done during the observation and test.

2. Investigator triangulation: In this research the English teacher observed the teaching and learning process so that the observer contributed much in making of field notes and observation checklists. The process of investigator triangulation was done during the observation and reflection.
3. Space Triangulation: In this research, the data were collected across different students to avoid the limitations of studies being conducted within one student.
4. Theory Triangulation: In this research, data were analyzed by the researcher and the English teacher to analyze the data more than one perspective.

CHAPTER IV

RESEARCH PROCESS, FINDINGS, AND DISCUSSION

In this chapter, the description of action research steps is presented in four sections. The first one is the identification of the field problems. The second is the report of Cycle I. The third is the report of Cycle II, and the last is the general findings.

A. Identification of Field Problems

To identify the problems in the field, the researcher did some activities. The first activity was observing the teaching and learning process. The observation was conducted to watch and notice classroom events closely. The second activity was interviewing the English teacher and students and the last activity was administering pre-test to the students. Pre-test was conducted to know the students' writing ability. Those activities were conducted on 8-12 April 2012. The results of those activities indicate that there were some problems dealing with the students' writing ability and motivation. They are presented in Table 2.

From the list of problems in Table 2, the researcher and the English teacher conclude that the problems can be categorized into two categories. They are problems related to students' motivation, self-confidence and learning interest and those related to students' writing ability.

Table 6: **Problems faced by the students**

No	Problems Related to Writing Skills	Sources
1	Students had low motivation in writing in English.	Points of Interview with the English Teacher.
2	Students were not interested in doing writing tasks. They prefer doing some speaking games than writing English sentences or texts.	Points of Interview with the English Teacher.
3	Students had low writing skills	Points of Interview with the English Teacher.
4	Students' vocabulary knowledge were very limited.	Students' Writing in Pretest
5	Students could not use capitalization properly (e.g.: capitalisation in the beginning of a sentence, in titles, etc)	Students' Writing in Pretest
6	Students had difficulties in arranging words into a good sentence.	Students' Writing in Pretest
7	Students had low self confidence in writing English sentences.	Observation and Interviews during Pretest.
8	Most of the students perceive that writing is a difficult thing to do.	Interviews during Pretest.

The followings are the description of the problems in detail.

1. Problems related to students' motivation, self-confidence and learning interest

The students had low mativation, self-confidence, and learning interest in writing. The situation can be shown from six indicators. Firstly, the students considered that writing was difficult. It can be indicated by the facts that they were confused and difficult to write. Secondly, students prefer to have other activities such as doing speaking games rather than having writing tasks. This phenomenon indicates that students had low interest in learning writing. Thirdly, students were unconfidence to write in English. When asked, most of the students knew what to write but they did not write it because they were not confidence and were affraid if

they write wrong sentences. It can be seen from the the three indicators that students had low motivation, self-confidence and learning interest. From these cases, the researcher considered that the students needed activities which can improve the students' motivation, self-confidence and learning interest.

2. Problems related to students' writing ability

The results of interview with the students and the pre-test results indicate that the students' writing ability was low. It can be seen from four aspects of writing product. Firstly, the students had little knowledge of vocabulary. It can be shown by the facts that they wrote in Indonesian "*ice nutrisari*". Next, they made mistakes of grammar, for example they wrote "*A glass orange juice is ready to serve.*" "*And then, to die fire and pour instant noodle on the bowl.*" Then, they made mistakes of spelling, capitalization and punctuation, for example they wrote "*Finist, add some ice cubes in it.*" "*How to Make a glass of ice nutrisari*" in the title of a procedure text, "*After that, Add some ice cubes...*" "*And then, to die fire and pour instant noodle on the bowl.*" Last, they were difficult to organize sentences into a good text. It can be seen from the sample sentence "*And then, to die fire and pour instant noodle on the bowl.*" From these cases, students needed activities that can improve their writing ability.

After seeing the problems above, writing tasks which are given in portfolio setting were used to solve them. The researcher worked with the students and the

English teacher to make portfolio works in efforts to improve students' motivation, self-confidence and learning interest and students' writing ability.

B. Report of Cycle I

The more detailed description of the implementation of the classroom action research at Cycle I can be seen in the following sections. The procedures done in Cycle I include Planning, Action and Observation, and Reflection.

1. Planning

In this step, the researcher planned to improve students' motivation and students' skills in writing. To improve them, the researcher planned some actions in Cycle I. They are presented below.

- a. The researcher and collaborator planned to use pictures as interesting media. The pictures aimed to attract the students' attention and motivation.
- b. The researcher and collaborator (the English teacher) planned to help the students in order to be able to plan what they are going to write by considering criteria of good writing (organization, content, grammar, vocabulary, mechanism) and are able to plan how they are going to write by considering steps of writing (Pre-writing, Writing, Revising, Re-writing, and Publication and Appreciation).

- c. The researcher and collaborator planned to use self-evaluation and peer-assessment in order to give the students chances to exercise their knowledge about criteria of a good writing.
- d. The researcher and the collaborator planned to give activities from easier to more difficult tasks. It aimed to improve the students' confidence to accomplish the tasks.

2. Action and Observation

In this steps, the researcher implemented the actions which had been planned before. Besides, the researcher asked the observer to observe teaching learning process.

a. The First Meeting

The actions in Meeting I were carried out on 11 May 2012. In this meeting, the researcher did pre- writing steps; include self-evaluation, theme discussion, topic analysis, and organizing writing. At the end of the meeting, student were asked to make first portfolio about how to make certain food or beverage as a homework.

b. The Second Meeting

The second meeting was on 15 May 2012, the researcher explained about procedure text about food and beverage (content, organization, language feature), the students were asked to Submit portfolio 1 that has been done at home, Then, the

portfolio 1 were reviewed by their classmates (peer- correction) based on assessment table given. At the end of meeting, the students will be asked to make second portfolio as their homework and they are also asked to review their own work (self-correction).

c. The Third Meeting

In the third meeting, which was carried on 18 may 2012, the researcher reviewed about procedure text. Then, the students were asked to submit the second portfolio. The portfolio were reviewed again by their classmates (peer-correction) based on the assessment table given. At the end of teaching and learning process, the researcher asked the students to make the third portfolio as their final product as students' homework based and revise it based on their friends and their own review.

3. Reflection

Based on the observation results which were recorder through field notes and collecting students' work and comments, in this reflection stage the researcher noted that in Cycle I the students had some improvement in terms of motivation, self-confidence, applying writing steps, and improvement in understanding criteria of a good writing. The improvement would be described as follows:

a. There was the improvement on motivation

As mentioned in the planning of Cycle I, in this cycle the researcher attempted to improve students' motivation and learning interest by having interesting media in the form of sample texts given with pictures and in the form of power point

presentation. As a result, the researcher found that students engaged actively in observing sample of writing texts. Being explained on what the component of procedure texts are, students had better understanding on writing procedure text. This better understanding motivated the students in writing such texts. Besides, the researcher also helped them in recognising their mistakes so that they knew what to improve on their own writing. The patient guidance given by the researcher also made the students motivated and interested in joining writing classes. See the quetionnire data below.

Tugas selama ini membuat saya dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis (Davinda Liling S).

The Tasks given in the lessons improve the chances in exercises, improve our motivation, self confidence as well as our interest in writing.

Post-Action Questionnaire

Based on the sample questionnaire data above, the researcher concluded that students already had better motivation and learning interest in order to keep writing English texts.

b. There was the improvement on the use of capilatization

Before giving action, the students made mistakes of capitalization. As in the Cycle I students learned how to produce a good writing by considering organization, content, grammar, vocabulary, mechanism, the students got significant improvement on using capitalisation. The result of improvement in capilatization can be seen in the data taken from records of students' writing below.

Table 7: **Improvement on the Use of Capitalisation**

Student Name	Improvement on the use of capitlatization	
	Before Actions	After Actions
Budi	How To Make a Cup of Tea	How to Make a Cup of Tea
Alma Majid	How To Make a glass of Mango Juice	How to Make a Glass of Mango Juice
Fuad Ismurdianto	How To make a cup of coffee	How to Make a Cup of Coffee

Based on the data above, the student did not make errors in capitalisation after the actions. This improvement on the use of capitalisation prove the researcher that the actions of explaining the use of capitalisation were effective.

- c. There was the improvement on organizing sentences.

Besides made improvement on the use of capitalisation, students also made improvement on organising sentences. Before actions, students took longer time in producing good sentences. However, at the end of Cycle I, students applied steps of writing well so that they wrote the procedure texts better than they did before the actions. The students were also able to use signaling words (such as *first*, *second*, *then*, *finally*) properly. As an example, in pre-test a student wrote “*Finist,....*” but after the actions of Cycle I the student wrote “*Finally,....*” Another example can be seen in the following piece of writing made by Arif Mahmudi.

How to Make a glass of ice nutrisari

- * Ingridients : Nutrisari powder, water, ice cubes
- * tools : spoon, a glass
- * steps :
 1. Prepare a sachet of nutrisari powder, a glass of water, some ice cubes.
 2. First, rinse the nutrisari powder into a glass.
 3. Then, pour some water in it and stir well.
 4. After that, add some ice cubes as much as you like.

From the sample procedure text above, the researcher saw that students still have difficulties in using signaling words such as *first*, *then*, *after that*, etc. Thus in Cycle I actions to solve that problem were implemented. The researcher explained how to use those words properly and as a result, at the end of the cycle, students successfully made improvement in organising sentences in procedure text. See the records of students' writing product in the appendix.

- d. There was the improvement on students' confidence to write.

The students also had more confidence to accomplish the tasks. It could be seen that they knew what to do. Next, when they were asked to write, they no longer took longer time to look at their classmates' work as they did in pre-test. They wrote their own procedure text without looking at others' work. They were more confident in using their own ways of writing and their own words.

As mentioned in four findings above there are some improvements. The improvements are supported by some data sources, such as field notes, questionnaire, and sample of students' work. It is in accordance with the plans and the principle of action research. It can therefore be said to have outcome, dialogic, and process validity. To accomplish this research and to solve other problems, the researcher planned to continue the researcher to the next cycle.

C. Report of Cycle II

The more detailed description of the implementation of the classroom action research at Cycle II can be seen in the following sections. The procedures done in Cycle II include Planning, Action and Observation, and Reflection.

1. Planning

Related to the problems which were not solved in Cycle I, the researcher planned to have some plans, such as:

- a. Improving students' vocabulary mastery by using discussion and classroom guidance.
- b. Using self-and peer assessment to improve students' grammar knowledge.
- c. Improving students' awareness on grammatical, punctuation, and capitalisation mistakes through peer- assessment.

2. Action and Observation

In this steps, the researcher implemented the actions which had been planned before. Besides, the researcher asked the observer to observe teaching learning process.

1. The Fourth Meeting

The fourth meeting was held on 22 May 2012. The students were asked to submit all portfolio products (from Cycle I) that were done at home, Then, the portfolio products were kept by the researcher to be assessed. After that, the researcher did pre- writing steps; include self-evaluation, theme discussion, topic analysis, and organizing, and the student will be asked to make the forth portfolio about how to make certain handicraft as a homework.

2. The Fifth Meeting

On the fifth meeting which was held on 25 May 2012, the researcher explained about procedure text about making a simple handicraft (content, organization, language feature). The researcher emphasized on grammatical aspect of writing. Then, the students were asked to submit the forth portfolio, then it was reviewed by their classmates (peer- correction) based on the assessment table given. From the peer-assessment, the students were asked to scrutinize at grammatical, punctuation, and capitalisation mistakes. At the end of meeting, the students were asked to make the fifth portfolio as their homework and they were also asked to review their own work (self-correction) by considering whether they made on grammatical, punctuation, and capitalisation mistakes or not.

3. The Sixth Meeting

The sixth meeting was held on 29 May 2012. In this meeting, the researcher and the students reviewed about procedure texts. Then, the students were asked to submit the fifth portfolio. The portfolio were reviewed again by their classmates (peer-correction) based on the assessment table given. Discussions on the vocabulary used by the students were held. At the end of teaching and learning process, the researcher asked the students to make the sixth portfolio as their final product as students' homework and revise it based on their friends and their own review. Then, students must submit the final product at post- test session. In this stage, the mistakes, weaknesses, changes and improvements were noted as a consideration to draw the conclusion about the whole teaching and learning process.

3. Reflection

Based on the observation results, records of students' work and comments, in this reflection stage there were some improvements. The improvement would be described as follows:

- a. There was the improvement on vocabulary mastery

Improvement on vocabulary mastery was noticed during the actions of Cycle II. If in the pre-test some students made mistakes in using words such as "*rinse*" which means "*put*", in the post-test students did made similar mistakes anymore. This improvement was seen on the students' post-test writing product.

- b. There was the improvement on students' awareness on the grammatical, punctuation and capitalisation mistakes in writing

Throughout the actions, as parts of portfolio procedures, the researcher used self- and peer-assessment to check if the students had made some improvement. Furthermore, by doing these kind of assessment, the researcher found that the students took benefit from these activities. They learned to assess whether their classmates' work had grammatical, punctuation and capitalisation mistakes or not. At the same time, students had some greater awareness on how grammatical, punctuation and capitalisation mistakes appears and how they should be corrected.

These activities also contributed to the betterment of the students' next writing products because students usually revised their own writing products based on what their classmates wrote on their writing sheet. To prove that students had greater awareness on grammatical, punctuation and capitalisation mistakes, see the records of students works which had been given some correction through peer-assessment.

- c. There was the improvement on writing ability.

By assessing the students' writing in post-test, the researcher saw that students had significant improvement after learning writing by using postfolios. The improvement were seen from the fact that the students' writing products contained almost no mistakes in capitalisation and punctuation, few mistakes in spelling, and that the students wrote their products by applying the steps in writing correctly. This

improvement was also contributed by the existence of self- and peer- assessment which gave the students extra exercise in noticing writing mistakes. To see the comparison between the pre-test and the post-test writing products with their improvement, see the appendix on records of students' writing.

D. General Findings

Regarding the objectives of this study which aimed to: 1) describe problems faced by the students related to writing ability, 2) describe the implementation of portfolio assessment, and 3) improve students' writing skill through portfolio, the general finding of this study were described in the following points.

1. There were some problems faced by Students of VII E in SMP N 2 Sleman in learning writing. They are problem related to motivation, self-confidence and learning interest and those related to writing ability.
2. To promote students' writing ability through portfolio assessment, the procedures which should be carried out during the process of learning are:
 - a. Providing the students with good writing criteria and steps in writing in order to show the students what to write and how to write.
 - b. Providing the students with a great deal of samples of writing.
 - c. Helping the students to recognize their own mistakes related to content, organization, grammar, capitalisation, punctuation, spelling, choice of words, etc.

- d. Assisting the students to work on peer-assessment.
 - e. Assisting the students in revising their writing product.
3. In order to improve students' writing ability during using portfolio assessment, what should be done are:
- a. Giving the students enough writing tasks for practice, start from easy tasks to more difficult ones.
 - b. Engaging the students in the choice of topic/title to write.
 - c. Encouraging the students to brainstorm what they should write in the chosen topic.
 - d. Encouraging the students to have self-and peer-assessment on their writing.
 - e. Giving written feedback and even correction to help them revising students' writing product.
 - f. Carefully and patiently assisting the students in recognising their mistakes and knowing what to revise.
 - g. Provide some vocabulary sources or guidance to promote students' writing.
 - h. At last, showing the students' progress or records of their writing to themselves is important to improve their confidence in writing better.
4. In this research, the researcher found that portfolio assessment is effective to improve students motivation, confidence and learning interest in writing.
5. Portfolio assessment is effective to improve students' awareness of writing mistakes, such as in punctuation, capitalisation, spelling, and choice of words.

6. Self- and Peer-Assessment in portfolio writing are effective to improve students' writing ability.

To conclude, it was found that portfolio assessment can be used to improve student's writing ability. Besides, if implemented with proper procedures, portfolio assessment effectively improves students' motivation, self- confidence, learning interest as well as students' vocabulary mastery, use of capitalisation, punctuation, spelling in writing.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses about the conclusion of the research, implication, and the suggestion for the English teacher, the institutions of education, the students and to the other researchers. The discussion of each section will be delivered as follows.

A. Conclusion

In reference to the findings, portfolio assessment can improve students' writing ability. This can be seen from the findings of the research during the action research.

Before the action research was conducted, students faced some problems in learning writing. The problems included those related to motivation, self confidence and learning interest and those related to writing ability. During the implementation of actions, it was found that the students were motivated to write and to learn through peer-assessment. The activities made them interested and more confident to finish the activities well. As a result, the students were able to write in correct grammar, spelling, capitalisation and punctuation. The students also improved their understanding on organization of sentences in procedure texts. They also used vocabularies accurately. At last, it can be concluded that this research had successfully solve the problems identified prior to the actions.

B. Implications

Based on the conclusions above, it can be implied that portfolio assessment which was implemented carefully with suitable procedures could be used to improve students' writing ability. Students learned and developed the macro and micro skills of writing as well as solving their problems in learning writing. It also implied that portfolio assessment might work well too when it is used to improve other language skills, such as speaking, listening and reading skills. What should be considered in using this kind of assessment is that the researcher or the teacher should consider time management so that students still be able to experience learning through other techniques and methods.

C. Suggestions

Having concluded the result of the research, the researcher would like to propose some suggestions for the English teacher, the institutions of education, the students and to the other researchers. The suggestions are described as follows:

1. For the English Teacher
 - a. The use of portfolio assessment in the teaching and learning process of English improve the students' motivation in learning writing. The teacher may use this kind of assessment to support the learning process of the students.
2. It is important for the teacher to learn how to improve their ability in teaching and to establish a good atmosphere in the classes, so that the students become engaged

and motivated during the teaching learning process. Many kinds of assessment may have some strenghts and weaknesses when applied in classroom learning, so the teacher may try to exercise and manage their use them for good.

3. For Students

The students should be more active to practice their English ability because when students make use of learning opportunities well, they will have a lot of practice which in other way also improve their English. Students should also try to solve their learning difficulties by finding their own ways and their own learning styles.

4. For other researchers

The result of this research is expected that it can encourage other researchers to conduct further study dealing with the use of portfolio assessment in other skill areas such as listening, speaking, or reading.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELDNOTE OF OBSERVATION

Number : 1
 School : SMPN 2 Sleman
 Class : Grade 7
 Teacher : Dra. Kristyowati, M. Hum.
 Day/Date : Tuesday, 8th May 2012
 Topic : Procedure Text
 Time : 08.35 - 10.05

No	Teaching and Learning Process
1	<p>When the teacher (T) comes to the class, there are some students (S) who are not ready to learn English. It can be seen from their activity. They are talking with their friends. There are some students who eat in the class. The teacher waits the students until they are ready to learn English. After they are calm, the teacher says “Good morning, students” (with smiling). All students respond “good morning”. Then, T asks again “How are you?”..S said “ I’m fine ”. T says “Good, I hope you are feeling well today. Who is absent today?” S said “tidak ada..semua masuk”. T said “kalian lupa, “tidak ada/masuk semua Inggrisnya apa?” S say “lupa..hehehehhe”..T said “repeat after me No one”. S said “No one”.. T says “no one artinya tidak ada yang absent atau masuk semua, paham?” S say “ Paham”.</p>
2	<p>The material is about “procedure text”. Then, T writes English vocabulary about procedure text on the blackboard. During T writes the vocabulary, some students were making noise loudly especially boy students. T sees them then they are calm. Then, they are singing again. However, T ignores them. T has finished her writing about procedure text, she monitors students’ writing. Then, T sits down on the teacher’s chair and looks at what S are doing. T says “have you finished?” S do not answer (<i>I think they do not know the meaning of T’s question</i>) Then, she translates in Indonesian “sudah selesai belum?” all S say “belum”. After S finish, T pronounces those words. All S repeat. T calls one of students “Givan, (put) bacanya apa? Givan says “ (pat)”. T calls student’s name again “Raffli, (put) ini bacanya apa? Ruli says softly “pat”. T gives correct pronunciation.</p>
3	<p>T asks S to open the worksheet. Then, T asks S to do Task 2, i.e. match these pictures with the sentences. During doing the Task, there are 2 students who go to out from the class and going to the toilet. There are 2 students who make noisy (students are at the back). T monitors them and looks at their work. S have already finished the task. T and S discuss it. Most of their answers are correct. Then, T continue the next material, i.e. making a sentence. (girl students say “ nulis lagi, capek bu” T ignores them. T explains simple present tense verb 1 and verb 1 s/es. T gives</p>

	example of sentence. When T gives explanation boy students are talking to their friends. T says “dengarkan!” they are calm. T continues her explanation. T asks “ada pertanyaan gak” (all students keep silent) T asks again “ada pertanyaan tidak?” S answer “tidak” To make sure that S have understood, T gives Task 2, i.e. make a sentence based on verb form given. Some of them often ask “gimana bu, bingung” T explains it again. Boy students make noisy (<i>I think they do not understand</i>). There is one student who put his head on the table. When T and S are ready to discuss the Task, the bell rings. They are happy.
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FIELDNOTES OF IMPLEMENTING THE ACTIONS

Number : 2
Time : Friday, May 11th 2012
07.05 – 08.35
Place : Class 7E
Object : Teaching and learning process led by N
Observer : Mrs. K

The Description of Setting

The class that I observe cleans enough. All of the students are present. Today teaching and learning process will be led by the writer, Nita Puspitaningrum. Then, the observer is Mrs. Kris.

The Teaching and Learning Process

No	The Teaching and Learning Process
1	<p>The researcher and the observer are walking toward the class when one of teachers asks the students to enter the classroom. The researcher asks one of the students to lead the praying together.</p> <p>The researcher greets and checks the students’ attendance. All of the students are present. The researcher tells the students that they will learn procedure text.</p> <p>The researcher asks the students “Do you know procedure text?” some students answer “<i>cara membuat sesuatu</i>”. Then the reearcher plays power point by using OHP. One of students says “ gambarnya bagus”. The researcher asks “ What’s your favorite food?” The students answers “ <i>bakso, sate, nasi goreng</i>”. The researcher asks,” Do you know the food in English?”. One of students says, “ balls”. “ Meatballs”, the researcher gives correct answer (smiling).</p>

2	<p>Then, the researcher leads the students to the self-evaluation section based on the powerpoint showing. The students answer the self evaluation on a piece of paper. The researcher collects them. Then, the researcher explains about and gives example of the procedure text: content, organization, and linguistic feature at glance. The students seems nods their head. The researcher asks, "Any question?". "No", answer the students. The researcher continues explains the criteria of good writing & steps of writing.</p> <p>The next activity, the researcher asks the students to plan the topic about their favorite food/drink in pairs. One of students asks, "<i>Miss, kalo topicnya sama boleh g?</i>". The researcher says, "<i>Boleh</i>" (<i>smiling</i>). The researcher monitors student's discussion.</p>
3	<p>Then, the researcher asks the difficulties of the students during the lesson. "No", answer them. "Ok, try to make your draft based on your topic", says the researcher. "Ok, miss". Finally time is up.</p>

Number : 3
Time : Tuesday, March 15th 2012
08.35 – 10.05
Place : Class 7E
Object : Teaching and learning process led by N
Observer : Mrs. K

The Description of Setting

Before, the students enter the classroom to learn English, they are from laboratory. The class that I observe cleans enough. The students wear the uniform of white-blue. All of the students are present. Today teaching and learning process will be led by the writer, Nita Puspitaningrum. Then, the observer is Mrs. Kris.

The Teaching and Learning Process

No	The Teaching and Learning Process
1	<p>The researcher asks one of the students to lead the praying together. The researcher greets and checks the students' attendance. All of the students are present. The researcher reviews the last meeting. Today, the students will learn about "procedure food" again.</p> <p>The researcher explains again the generic structure of procedure text. The researcher calls some students to answer the researcher's questions. All students can answer.</p>

2	<p>The researcher administers the handout about procedure food. The students are asked to read the page. One of students says, “<i>warna-warni</i>”. “Let see” says the researcher, she explains again about the generic structure of procedure text. The researcher asks, “Understand?”. “yes Miss”, all the students answer. “Ok. Let’s do the task 1. One of the students says, “<i>wah, bubur, enak</i>”. “Do you like porridge “ asks the researcher. “Yes”, almost all the students answer. They are doing task about the vocabulary of procedure text. Afterwhile, they finish, the researcher asks the students who can do it the task to write down on the blackboard. No one students raises their hands and go to front. So, the researcher call them by the attendance list. They write down on the blackboard. The researcher checks the answers one by one. All the answers are correct.</p> <p>Then, the researcher asks the students to do the next task in pairs. It is about completing the word based on the available box. Some students says, “Pop Ice”. “Have you ever made it?, <i>pernah membuat?</i>”, asks the researcher. “<i>Pernah</i>”, answer the students. They do the task correctly.</p>
3	<p>Next, the researcher asks the students to submit their first draft. Every student at the back site collects their friend writing products and put them on the table that is in the front site. The researcher changes the students products at the row corner to the middle in turn. The researcher asks the students to give comments to their friends writing products. “Don’t forget to write down your name before comment”, says the researcher. “Yes, miss”, all the students answer. Then, the researcher monitors them one by one. One of the students asks, “<i>Miss, kalau gini boleh nggak?</i>”. “<i>Boleh</i>”, answers the researcher. Some students asks the same question as the previous question. The researcher gives classroom feedback and sometimes go to front the class and explain it on the blackboard. All the students finish. The researcher asks them to give it back to it belongs to. Some students look happy. “<i>Punyaku lumayan</i>”, say the students. It is because the product almost completely correct. The researcher distributes folio paper and assigns them to revise their writing product based on their friend’s written comment by using paper given at home. The time is up. The researcher closes the lesson and says goodbye.</p>

Number : 4
Time : Friday, May 18th 2012
 07.05 – 08.35
Place : Class 7E
Object : Teaching and learning process led by N
Observer : Mrs. K

The Description of Setting

The class that I observe cleans enough. The students wear batik costume. All of the students are present. Today teaching and learning process will be led by the writer, Nita Puspitaningrum. Then, the observer is Mrs. Kris.

The Teaching and Learning Process

No	The Teaching and Learning Process
1	<p>The researcher asks one of the students to lead the praying together. Then, the researcher greets and checks the students' attendance. All of the students are present. The researcher tells the students that they will continue the last materials about procedure food. Before they continue the lesson, they have to know about vocabulary and grammar. Vocabulary has learned. The researcher reviews the previous material. Today, they are going to learn more about grammar.</p> <p>The researcher asks the student to take out the handout given. Then, she asks the students to do the next task. The task is about arranging of procedure text based on the generic structure, in pairs. The students look enjoying the discussion session and write down the answer on their handout. The researcher invite the students to discuss the answer together. Almost all the students can answer it correctly.</p>
2	<p>Then, the researcher asks the students to do the next task about serving noodles, fried rice, coffee, and iced tea. The students should only choose one of the topic. Some student look to be confident doing the task. "<i>Aku sering mbuat</i>", say some of them. The students do the task seriously. The researcher monitor the students' activity. There are some students who ask. The researcher answers their questions. The students write down the writing product on their hand out. The researcher sees that many students can do it correctly.</p> <p>The next activity, the researcher asks the students to submit their second draft. Every student at the back site collects their friend writing products and put them on the table that is in the front site. The researcher changes the students' products at the row corner to the middle in turn. The researcher asks the students to give comments to their friends writing products again and reminds them to not forget to write down their name . "</p>

	Yes, miss”, all the students answer. Then, the reseacher monitors them one by one. One of the students asks, “ <i>Miss, bahasa inggrisnya isi sus apa?</i> ”. ”Fla”, answers the researcher. One of students asks another question. “ <i>bahasa inggrisnya aduk, stir y miss?</i> ”. ”Iya”, the researcher answer the question. The researcher gives classroom feedback and sometimes go to front the class and explain it on the blackboard. All the students finish. The researcher asks them to give it back to it belongs to. Some students look happier. “ <i>Punyaku hampir benar semua</i> ”,say the students. It is because the product almost completely correct. The researcher distributes HVS paper and assigns them to revise and decorate as good as possible their writing product based on their friend’s written comment by using paper given at home. The researcher also asks them to bring the two previous draft and submit the three product the next day.
3	The researcher asks about the students’ difficulties in learning materials. The researcher concludes the materials that have been learned. This has been already at 8.40. It means the time is over. The researcher closes the lesson and says good bye.

Number : 5
Time : Tuesday, May 22nd 2012
08.35 – 10.05
Place : Class 7E
Object : Teaching and learning process led by N
Observer : Mrs. K

The Description of Setting

The class that I observe cleans enough. All of the students are present. Today teaching and learning process will be led by the writer, Nita Puspitaningrum. Then, the observer is Mrs. Kris.

The Teaching and Learning Process

No	The Teaching and Learning Process
1	<p>The researcher and the observer are walking toward the class when one of teachers asks the students to enter the classroom. The researcher asks one of the students to lead the praying together.</p> <p>The researcher greets and checks the students’ attendance. All of the students are present. The researcher tells the students that they will learn</p>

	<p>procedure text about craft.</p> <p>The researcher says that procedure craft similar with procedure food. They have the same generic structure. Then the researcher plays power point by using OHP. The researcher asks “ Have you ever make a certain craft?, the boys make a kite for exanple, have you?” The students answers “yes, miss”. The researcher asks,” Do you know the kite in Indonesian?”. One of students says, “layangan”. “Layang-layang”, the researcher gives correct answer.</p>
2	<p>Then, the researcher leads the students to the self-evaluation section based on the powerpoint showing. The students answer the self evaluation on a piece of paper. The researcher collects them. Then, the researcher explains about and gives example of the procedure text: content, organization, and linguistic feature at glance. The researcher asks, “Any question?”. “No”, answer the students. The researcher continues explains the criteria of good writing & steps of writing.</p> <p>The next activity, the researcher asks the students to plan the topic about craft that they ever made in pairs. One of students asks, “<i>Miss, kalo topiknya sama lagi y?</i>”. The researcher says, “<i>Iya</i> . The researcher monitors student’s discussion.</p>
3	<p>Then, the researcher asks the difficulties of the students during the lesson. “No”, answer them. “ Ok, try to make your draft based on your topic” ,says the researcher. “Ok, miss”. Finally time is over.</p>

Number : 6
Time : Friday, May 25th 2012
07.05 – 08.35
Place : Class 7E
Object : Teaching and learning process led by N
Observer : Mrs. K

The Description of Setting

Before, the students enter the classroom to learn English, they are from laboratory. The class that I observe cleans enough. The students wear batik costume. All of the students are present. Today teaching and learning process will be led by the writer, Nita Puspitaningrum. Then, the observer is Mrs. Kris.

The Teaching and Learning Process

No	The Teaching and Learning Process
1	The researcher asks one of the students to lead the praying together.

	<p>The researcher greets and checks the students' attendance. All of the students are present. The researcher reviews the last meeting. Today, the students will learn about "procedure craft" again .</p> <p>The researcher explains again the generic structure of craft procedure text. The researcher calls some students to answer the researcher's questions. All students can answer.</p>
2	<p>The researcher administers the handout about procedure food. The students are asked to read the page carefully. "Let see" says the researcher, she explains again about the generic structure of procedure text. The researcher also explains about imperative words. The researcher asks, " Got it?". " Yes Miss", all the students answer. " Ok. Let's try the task 1. One of the students says, "<i>poster</i>". "<i>Pernah lihat poster?</i>" asks the researcher. " Yes", almost all the students answer. " Yah, this is how to make poster. After they read the text, they do the task about the vocabulary of how to make a poster. Afterwhile, they finish, the researcher asks the students who can do it the task to write down on the blackboard. Many students raises their hands and willing to go to front.. They write down on the blackboard. The researcher checks the answers one by one. All the answers are correct.</p> <p>Then, the researcher asks the students to read how to make a photo frame. The researcher asks, " Who has ever make a photo frame? ". Some students raise their hands. " <i>Pakai biji-bijian miss</i>" , says one of the students . " <i>Kalau aku pakai pasir, kadang pakai kerang</i>", one of the students comments. " <i>Wah, kalian kreatif</i>" that's good" says the researcher. The researcher says to underline the difficult words. Then discuss the meaning with their partner. Some students asks what is overlap meaning. The researcher answer the question and make a gesture about overlapping. All students have understood about the vocabularies.</p>
3	<p>Next, the researcher asks the students to submit their first draft. Every student at the back site collects their friend writing products and put them on the table that is in the front site. The researcher changes the students products at the row corner to the middle in turn. The researcher asks the students to give comments to their friends writing products. "Don't forget to..", says the researcher. " Write your name" some of the students continue. The researcher smiling. Then, the researcher monitors them one by one. One of the students asks, "<i>Miss, kalau gini boleh nggak?</i>". "<i>Yes</i>", answers the researcher. Some students asks the same question as the previous question. The researcher gives classroom feedback and sometimes go to front the class and explain it on the blackboard. All the students finish. The researcher asks them to give it back to it belongs to. Some students look happy. "<i>Punyaku makin</i></p>

	<i>bener</i> ”, say the students. It is because the product almost completely correct. The researcher distributes folio paper and assigns them to revise their writing product based on their friend’s written comment by using paper given at home. The time is up. The researcher closes the lesson and says goodbye.
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Number : 7
Time : Tuesday, March 29nd 2012
08.35 – 10.05
Place : Class 7E
Object : Teaching and learning process led by N
Observer : Mrs. K

The Description of Setting

The class that I observe cleans enough. The students wear the uniform of white-blue. All of the students are present. Today teaching and learning process will be led by the writer, Nita Puspitaningrum. Then, the observer is Mrs. Kris.

The Teaching and Learning Process

No	The Teaching and Learning Process
1	<p>The researcher asks one of the students to lead the praying together. Then, the researcher greets and checks the students’ attendance. All of the students are present. The researcher tells the students that they will continue the last materials about procedure craft. Before they continue the lesson, they have to know about vocabulary and grammar. Vocabulary has learned. The researcher reviews the previous material. Today, they are going to learn more about grammar.</p> <p>The researcher asks the student to take out the handout given. Then, she asks the students to do the next task. The task is about arranging of procedure text based on the generic structure, in pairs. The students look enjoying the discussion session and write down the answer on their handout. The researcher invite the students to discuss the answer together. The students do the task seriously. The researcher monitor the students’ activity. There are some students who ask. The researcher answers their questions. The students write down the writing product on their hand out. The researcher sees that many students can do it correctly.</p>
2	<p>The next activity, the researcher asks the students to submit their second draft. Every student at the back site collects their friend writing products and put them on the table that is in the front site. The researcher</p>

	<p>changes the students' products at the row corner to the middle in turn again. The researcher asks the students to give reviews to their friends writing products again and reminds them to not forget to write down their name. "Yes, miss", all the students answer. Then, the researcher monitors them one by one. One of the students asks, "<i>Miss, bahasa inggrisnya mengikat apa?</i>". "Bound or tied", answers the researcher. "<i>Kayak gini tulisannya?</i>". The researcher corrects the correct spelling. One of students asks another question. "<i>bahasa inggrisnya belah, cut y miss?</i>". "<i>Cut in a half</i>", the researcher answer the question. The researcher gives classroom feedback and sometimes go to front the class and explain it on the blackboard. All the students finish. The researcher asks them to give it back to it belongs to. Some students look happier. "<i>Punyaku dah bagus</i>", say the students. It is because the product almost completely correct. The researcher distributes HVS paper and assigns them to revise and decorate as good as possible their writing product based on their friend's written review by using paper given at home and to bring all drafts. They have to submit them the nextday at the first break time.</p>
3	<p>Then, The researcher distributes the post test question and asks the students to do the task same as the topic at the pre test session. Afterwhile, they finish. They submit the post test writing product.</p> <p>The researcher administers the questionnaire. The students are asked to answer the questions to fulfill the validity of data.</p> <p>The researcher asks about the students' difficulties in learning materials. The researcher concludes the materials that have been learned. This has been already at 10.10. It means the time is over. The researcher closes the lesson and says good bye.</p>

APPENDIX B

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Before Action

Day/date : Wednesday, 9th May 2012

Interviewer : Nita Puspitaningrum (N)

Interviewee : Students

1. Annisa Fatiah' (A)
2. Intan Sulistyana (I)
3. Muhlisun Nur Hidayat (M)

Interview Transcript

I came to the building 08.00. I waited for the class finish to meet the interviewees in this building. After the class waiting I met them at the breaktime. I told them my purpose of coming. They represented different characteristics and different ability. They are I conducted the interview in Bahasa Indonesia. I interviewed Annisa Fatiah', Intan Sulistyana, and Muhlisun Nur Hidayat,. I interviewed them one by one starting from Annisa Fatiah

1. Annisa Fatiah'

N: Hai Dek, Sulit tidak membuat Procedure Text?

A: Lumayan sulit Miss.

N: Sudah pernah diajarkan sebelumnya, kan?

A: Sudah Miss.

N: lalu yang sulit apanya?

A: ya, mau yang ditulis itu apa gitu Miss.

N: Tapi sudah punya ide apa yang mau ditulis tentang food?

A: Sudah Miss, Cuma merangkai kata nya dan vocabnya yang sulit

N: jadi ga ketemu –ketemu gitu ya apa yang mau ditulis?

A: Iya Miss.

N: Baik, untuk bagian pretes ini tuliskan saja apa yang kamu ketahui sebisanya ya?

A: Ya Miss.

2. Intan Sulistyana

N: Hai Dek, Sulit tidak membuat Procedure Text?

I: Agak sulit

N: Sudah pernah diajarkan sebelumnya, kan?
 I: Udah Miss.
 N: lalu yang sulit apanya?
 I: Bingung mau ngarang apa.. hehe
 N: Tapi sudah punya ide apa yang mau ditulis tentang food?
 I: Sudah Miss, cuma kesulitan mulainya.
 N: jadi ga ketemu –ketemu gitu ya apa yang mau ditulis?
 I: Iya Miss.
 N: Baik, untuk bagian pretes ini tuliskan saja apa yang kamu ketahui sebisanya ya?
 I: Ok Miss.

3. Muhlusun Nur Hidayat

N: Hai Dek, Sulit tidak membuat Procedure Text?
 M: Dah lumayan paham sih,,
 N: Sudah pernah diajarkan sebelumnya, kan?
 M: Udah kemarin.
 N: lalu yang sulit apanya?
 M: Apa y,, vocab. kosakata gitu, gak mudeng,,
 N: Tapi sudah punya ide apa yang mau ditulis tentang food?
 M: Kayaknya udah
 N: jadi ga ketemu –ketemu gitu ya apa yang mau ditulis?
 M: Iya.
 N: Baik, untuk bagian pretes ini tuliskan saja apa yang kamu ketahui sebisanya ya?
 M: Iya Miss.

Day/date : Wednesday, 9th May 2012

Interviewer : Nita Puspitaningrum (N)

Interviewee : Teacher

N: Ibu, sebenarnya siswa kelas VIIIE ini mereka lumayan bisa ya, menulis prosedur text.
 T: Iya Mbak, sebenarnya itu tidak terlalu sulit bagi mereka sebab mereka sudah diajarkan tentang bagian-bagian Procedure.
 N: Tapi ini ya Bu, Hm.. kadang Capitalisation aja yang mereka belum tepat, beberapa anak, begitu.
 T: Iya mbak,
 N: kalau di kelas kelas VIIIE ini bagaimana buk, banyak aktif, diam, atau pasif, begitu?

T: Ya kadang aktif, kadang pasif, tergantung jam pagi atau siang begitu mbak. Mereka itu paling suka kalau speaking Mbak, permainan begitu.. sedikit-sedikit dilatih mereka cepat bisa.

N: kalau writing Bu?

T: Ya, lumayan harus dipancing dan dipaksa dikasih tugas dulu, soalnya kalau tidak digitukan mereka ini kurang suka kalau diminta menulis, sepertinya memang mereka kurang tertarik untuk menulis.

N: Oh, begitu .. jadi saya harus bisa membuat mereka tertarik ya Buk.

T: Betul Mbak.

N: Oke Buk

After Action

Day/date : Wednesday, 9th May 2012

Interviewer : Nita Puspitaningrum (N)

Interviewee : Students

1. Annisa Fatiah'

N: Hallo dek,

A: Hallo Miss

N: menurut kamu pembelajaran kita selma ini gimana?

A: Bagus Miss

N: Bagus, kenapa bilang bagus?

A: Ya, hm.. karena pelajarannya bener-bener melatih kita writing.

N: Hm.. gitu ya,

A: IyaMiss.

N: Lalu menurut kamu, latihan itu sudah membantu kamu belajar apa saja, grammar, spelling, capitalisation, punctuation, vocabulary, kepercayaan diri, apa gitu?

A: ya, yang pasti itu Miss,

N: apa?

A: Membantu kita jadi lebih teliti di punctuation, lalu capitalisation gitu,

N: Oh, gitu..

A: Iya Miss.

N: Lalu kamu sekarang merasa lenih percaya diri dan termotivasi untuk writing tidak?

A: Hm.. ya sedikit Miss, soalnya dengan banyak latihan kita tahu yang benar dan salah saat menulis gitu Miss.

N: Oh gitu, kamu dah bisa nulis dengan tanda baca dan huruf besar yang benar sekarang?

A: Ya lumayan Miss.. Lebih meningkat..

N: kalau kamu menilai teman-temanmu meningkat tidak, itu dari yang kamu nilai pas *peer-assessment*?

A: Iya Miss, dari yang salah jadi betul gitu, ya.. menurut saya mereka meningkat lah.

N: Oh, oke, lalu menurut kamu tugas portfolio seperti ini gimana?

A: Ya bagus, Miss. Memberikan kesempatan pada kita untuk berlatih lebih.

N: Oke, selanjutnya kamu ingin aktivitas belajar writing seperti apa?

A: Hm.. apa ya... yang memberikan kesempatan kita untuk bereksprei gitu Miss, dilombakan di mading misalnya..

N: Hm.. iya ya,,, bagus juga itu. Oke makasih ya atas sarannya..

A: sama-sama Miss Nita

2. Intan Sulistyana

N: Hallo dek,

I: Hai Miss,

N: menurut kamu pembelajaran kita selama ini gimana?

I: Menarik Miss

N: Hmm, kenapa bilang menarik?

I: Karena pelajarannya membuat nggak jenuh.

N: Hm.. gitu ya ,

I: Iya.

N: Lalu menurut kamu, pelajaran itu sudah membantu kamu belajar apa saja, grammar, spelling, capitalisation, punctuation, vocabulary, kepercayaan diri, apa gitu?

I: ya, gitu mis Miss,

N: apa?

I: Membantu kita jadi lebih ngerti kosakata yang bener gimana,

N: Oh, gitu..

I: Iya.

N: Lalu kamu sekarang merasa lebih percaya diri dan termotivasi untuk writing tidak?

I: Hm.. lumayan Miss, soalnya dengan kita latihan terus kita jadi tau dan PD buat nulis.

N: Oh gitu, kamu dah bisa nulis dengan tanda baca dan huruf besar yang benar sekarang?

I: Ya Miss. Agak meningkat.

N: kalau kamu menilai teman-temanmu meningkat tidak, itu dari yang kamu nilai pas *peer-assessment*?

I: Iya Miss, mereka juga makin paham, menurut saya mereka meningkat.

N: Oh, oke, lalu menurut kamu tugas portfolio seperti ini gimana?

I: Ya bagus, Miss. Membuat kita berlatih dan makin tau mana yang benar dan salah.

N: Oke, selanjutnya kamu ingin aktivitas belajar writing seperti apa?

I: Hm.. apa ya... pengen yang ada yang prakteknya gitu Miss.

N: Hm.. iya ya,,, bagus juga itu. Oke makasih ya atas sarannya..

I: sama-sama Miss.

3. Muhlisun Nur Hidayat

N: Hallo dek,
M: Hallo
N: menurut kamu pembelajaran kita selama ini gimana?
M: Bagus Miss.
N: Bagus, kenapa bilang bagus?
M: Hmm.. aku merasa lebih meningkat dalam hal writing.
N: Hm.. gitu ya,
M: Iya Miss.
N: Lalu menurut kamu, itu sudah membantu kamu belajar apa saja, grammar, spelling, capitalisation, punctuation, vocabulary, kepercayaan diri, apa gitu?
M: Grammar, spelling, vocab, ya kayaknya itu.
N: Oh, gitu..
M: Iya Miss.
N: Lalu kamu sekarang merasa lebih percaya diri dan termotivasi untuk writing tidak?
M: Hm.. Iya Miss, soalnya selama ini kita kan banyak latihan kita agak penasaran untuk menulis gitu Miss.
N: Oh gitu, kamu dah bisa nulis dengan tanda baca dan huruf besar yang benar sekarang?
M: Ya lumayan Miss. Lebih bisa.
N: kalau kamu menilai teman-temanmu meningkat tidak, itu dari yang kamu nilai pas *peer-assessment*?
M: Iya Miss, Menurut saya mereka meningkat lah.
N: Oh, lalu menurut kamu tugas portfolio seperti ini gimana?
M: Ya bagus, Miss. Memberikan kesempatan pada kita untuk berlatih terus.
N: Oke, selanjutnya kamu ingin aktivitas belajar writing seperti apa?
M: Hm.. apa ya... topic yang up to date gitu,
N: Hm.. iya ya,,, boleh juga itu. Oke makasih ya atas sarannya..
M: Iya Miss

Day/date : Wednesday, 30th May 2012

Interviewer : Nita Puspitaningrum (N)

Interviewee : Teacher

N: Selamat siang Ibu

T: Selamat siang

N: Ibu, boleh saya tanya pendapat ibu mengenai penelitian yang saya lakukan kemarin?

T: Sudah baik, Mbak.

N: Terima kasih Buk. Boleh saya minta pendapat Ibu mengenai apa yang saya lakukan di kelas?

T: Tentang apa Mbak?

N: Ini Buk, menurut Ibu apakah siswa meningkat dari segi kemampuan menulisnya, setelah saya berikan treatment tugas portfolio?

T: Menurut saya meningkat, sebab siswa waktu di dalam kelas mereka sungguh-sungguh mengikuti semua prosedur yang Mbak Nita berikan, dan kalau dilihat produk pertama hingga terakhir memang meningkat.

N: Betul Ibu, memang saya juga merasa demikian. Sebagian besar mereka berpartisipasi aktif dalam kegiatan belajar. Lalu Buk, segi apa saja yang ibu catat itu sebagai peningkatan, apakah capitalisation, motivation, atau apa begitu Ibu?

T: Ya, sejauh yang saya amati, involvement mereka meningkat, motivasi juga, dan akhirnya kepercayaan diri mereka juga,

N: kalau dalam kemampuan menulis Buk?

T: Ya, setidaknya capitalisation, punctuation, grammar, begitu mbak.. karena hal-hal itu langsung dapat diamati dari produk tulisan mereka.

N: Njeh Buk.

T: Ya,, betul.. begitu Mbak.

N: Baik Bu, kalau begitu ini dulu, terima kasih atas waktu dan pendapatnya.

T: Baik Mbak.

APPENDIX C

QUESTIONNAIRES

QUESTIONNAIRE

Time: Wednesday, May 30th 2012

Place: Class 7E

Object: The First Grade Students of SMPN 2 Sleman

1. Student 1

Alfan Dwi Yulianto (01)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Tentang Procedure Text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Procedure tentang food karena mudah
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Iya
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis? *Pastinya*
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Iya

2. Student 2

Annisa Fatiah (02)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Menulis Procedure Text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Procedure Food, karena bagi saya itu simpel dan mudah dipahami
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Ada,
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Tentu saja iya. Tugas-tugas ini memperdalam kosakata dalam berbahasa inggris dan menambah pengetahuan saya.
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya. Dapat meningkatkan

3. Student 3

Arif Mahmudi (03)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure text

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Craft, karena melatih kreativitas
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Ya
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya

4. Student 4

Astri Lupita Devi (04)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Saya belajar tentang menulis kalimat dalam bahasa Inggris dan saya lebih paham mana yang salah dan yang benar.
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Procedure food, karena lebih mudah daripada yang membuat kerajinan.
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Iya, saat ada pelajaran itu saya gembira, tidak tegang, tidak bikin bosan.
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Iya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Iya

5. Student 5

Bagas Setiawan (05)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure Text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Craft, karena menantang
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Ya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya, kegiatan ini membuat saya lebih paham dan wawasan saya semakin bertambah luas

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

6. Student 6

Budi Wuryanto (06)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Procedure Text

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Craft, lebih menantang

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?

Ya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya, saya lebih paham tentang pelajaran bahasa Inggris

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

7. Student 7

Dafiqi Musyaf (07)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Dapat menulis dengan benar

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Makanan, karena lebih mudah

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?

Ya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

8. Student 8

Diah Larasati (08)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure text tentang makanan, kerajinan tangan
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Yang makanan, karena saya suka memasak
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?
Ya, karena jika saya belum bisa merasa tertantang untuk bias
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya, karena tampaknya latihan membuat saya hafal dengan kata-kata
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya, karena sering latihan

9. Student 9

Dina Kurniasani (09)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Makanan karena lebih simple
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?
Sedikit
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis? *Lumayan, saya sekarang sudah bisa.*
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Sedikit

10. Student 10

Divanda Liling Sasanti (10)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Yang telah saya pelajari di kelas writing kita sejauh ini adalah : Aturan-aturan menulis procedure text. Misalnya generic structure harus benar-banar urut, kalimat-kalimatnya juga sesuai, tanda bacanya juga harus betul, dan kosakata yang juga bervariasi

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Jenis procedure text yang sukai adalah how to make a food. Karena di dalam kehidupan sehari-hari sering mempraktikannya
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Tugas selama ini membuat saya dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri, dan ketertarikan untuk menulis.
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Tugas selama ini membuat saya dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, dan penyusunan untuk menulis
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Dengan mengerjakan tugas-tugas yang diberikan, saya dapat meningkatkan kemampuan writing saya

11. Student 11

Dones Meiko Santoso (11)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Tentang procedure text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Makanan
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Ya, menyenangkan
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya

12. Student 12

Dwi Novarifanto (12)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Craft, karena agak sedikit

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
4. *Ya*
Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya

13. Student 13

Dyah Utami Rochmad Ningrum (13)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Cara penulisan
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Procedure Food. Alasan, karena lebih mudah cara pembuatannya
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Ya
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis? *Lumayan*
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya, lebih paham bagaimana menulis dan membaca dengan benar.

14. Student 14

Eli Nurmawati (14)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure text tentang makanan dan kerajinan tangan. Pengatahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Memasak. Karena saya senang memasak dan cara penyajiannya
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Ya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

15. Student 15

Fuad Ismurdianto (15)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Menulis dengan baik dan benar

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Jenis menyajikan makanan dan minuman karena itu mudah dimengerti daripada kerajinan tangan

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?

Ya. Seluruh tugas itu bisa meningkatkan kemampuan menulis saya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

16. Student 16

Givan Setiayawan (16)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Tentang membuat procedure text

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Makanan dan minuman

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?

Ya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

17. Student 17

Ika Hesti Wulandari (17)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Procedure text ketika membuat makanan karena agak mudah dimengerti dan seru
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?
Iya tentu karena lebih sering menulis
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Tentu saja iya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Iya, tentu dapat meningkatkan

18. Student 18

Inas Alma Majid (18)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Cara menulis bahasa Inggris yang benar dan sempurna
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Procedure tentang resep makanan karena saya sangat suka masak
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?
Ya, saya menjadi lebih percaya diri untuk menulis bahasa Inggris
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya

19. Student 19

Intan Sulistyana (19)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Tentang cara menulis yang baik, tentang kosakata, ejaan, tanda baca yang baik dalam menulis.
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Food. Karena procedure ini mudah dibuat dan mudah dipahami

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?

Ya, lebih santai dalam belajar bahasa Inggris

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya, menambah wawasan

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya, saya merasakan adanya perkembangan pada diri saya

20. Student 20

Mia Yuli Astuti (20)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Yang dipelajari adalah procedure text tentang food & craft. Juga mempelajari penjelasan dari procedure text tersebut. Dan juga mempelajari cara menulis.

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

yang paling disukai sih lebih ke food, soalnya stepsnya tidak sesulit craft. Kalo food sih juga lebih menarik ketimbang craft.

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?

Yaps,,, betul sekali. Walaupun nulisnya suka salah-salah kalo ga buka kamus. Hehehe udah ketergantungan sama Mr. Dictionary.

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Iya, karna dari pelajaran Bahasa Inggris tentang procedure text, aku sendiri jadi lebih tau bahasa Inggris yang sebelumnya belum aku tau.

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Sedikit-sedikit sih iya.

21. Student 21

Minakhul Wafiroh (21)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Cara membuat/menulis "PROCEDURE TEXT"

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Jenis Procedure Text dengan topic makanan dan minuman. Karena bagi saya topic tersebut lebih mudah untuk ditulis dibandingkan topic kerajinan tangan

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?

Ya, saya menjadi sering latihan dan motivasi saya untuk belajar. Tapi saya belum percaya diri dan belum tertarik untuk menulis

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya, saya menjadi tambah pengetahuannya tentang kosakata, ejaan, tanda baca, isi, dan penyusunan untuk menulis

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya, saya rasa begitu. Writing saya meningkat

22. Student 22

M. Tajuddin Daffa' (22)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Saya merasa lebih bisa menulis bahasa Inggris dengan baik-baik secara huruf kapital, tanda baca.

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Membuat makanan- minuman. Karena procedure itu (makanan-minuman) lebih mudah daripada yang kerajinan tangan.

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?

Ya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya, lumayan

23. Student 23

Muhlisun Nur Hidayat (23)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Penulisan yang benar, kosakatanya, dan dapat membuat procedure text yang baik

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Yang membuat makanan/minuman, karena lebih mudah daripada membuat kerajinan tangan

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?

Menurut saya iya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Iya, bisa lebih jelas dan lebih paham

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

24. Student 24

Nunun Ardiyanto (24)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

menghapalkan kosakata

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Craft

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?

Ya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

25. Student 25

Nur Arifah Miftakhul Jannah

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Procedure text

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Procedure tentang Food, saya ingin mempraktekannya

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?

Ya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

26. Student 26

Nurul Nafisah (26)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Procedure Text

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

Procedure Food, saya pernah membuatnya.

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?

Ya, dapat meningkatkan percaya diri

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya, dapat memperdalam tentang kosakata, ejaan, tanda baca, isi, dan penyusunan dalam menulis.

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

27. Student 27

Okti Rahayu (27)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?

Procedure Text

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?

How to make something (food and drink)

3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?

Ya

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?

Ya

5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?

Ya

28. Student 28

Pratiwi Aristianti (28)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Tentang procedure text, cara untuk memerintah seseorang melakukan sesuatu. Cara membuat sesuatu, tanda baca, tata bahasa, dll.
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Procedure text yang tentang membuat makanan dan minuman. Karena bahasanya lebih mudah dipahami dan dihapal.
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Ya, karena dengan adanya tugas ini saya sering menulis.
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya, tentu.
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Tentu saja iya.

29. Student 29

Raffli Hidayat (29)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Craft, ingin coba membuat
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Ya, kegiatan ini sangat menyenangkan
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya, saya jadi lebih bisa

30. Student 30

Riska Kurniawati (30)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Dapat memahami cara tata bahasa, kosakata, dan cara membuat yang benar

2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
.... *Karena suka terhadap resep makanan*
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi ,
rasa percaya diri dan ketertarikan untuk menulis?
Ya
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata,
ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya. Saya jadi lebih paham
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya

31. Student 31

Savitri Dinas S. (31)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Semakin tau cara penggunaan tanda baca
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Food. Bikin laper
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi ,
rasa percaya diri dan ketertarikan untuk menulis?
Ya
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata,
ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Sedikit.

32. Student 32

Septiana Firdaus Hastuti (32)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Procedure Food, saya suka memasak
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi ,
rasa percaya diri dan ketertarikan untuk menulis?
Ya, enak, menyenangkan

4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya, menjadi lebih mengerti pelajarannya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya

33. Student 33

Shafiatush Shalikhah (33)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Tentang tanda baca, isi, kosakata, ejaan, dan penyusunan untuk menulis, dan procedure text.
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Procedure tentang kerajinan tangan karena itu merupakan kesenangan saya.
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?
Ya
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya

34. Student 34

Sri Idayani (34)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Procedure Text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
How to make a something (food and drink)
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi, rasa percaya diri dan ketertarikan untuk menulis?
Ya
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya

35. Student 35

Umar Ismail (35)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Dapat menulis cara membuat minuman dan kerajinan tangan dengan benar
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Membuat minuman karena lebih mudah daripada kerajinan tangan
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Ya, cukup menarik
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya, wawasan saya tentang bahasa Inggris bertambah
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Ya, saya lebih paham

36. Student 36

Yunita R (36)

1. Apa yang telah kamu pelajari di kelas Writing kita sejauh ini?
Kita belajar tentang berbagai macam Procedure Text
2. Jenis procedure apakah yang paling kamu sukai? Mengapa?
Jenis Procedure Text Food. Karena lebih mudah membuatnya dan tidak sulit untuk memahami isinya
3. Apakah tugas selama ini dapat meningkatkan frekuensi latihan, motivasi , rasa percaya diri dan ketertarikan untuk menulis?
Iya lumayan lah
4. Apakah tugas selama ini dapat memperdalam pengetahuan tentang kosakata, ejaan, tanda baca, isi, penyusunan untuk menulis?
Ya sedikit-sedikit bisa mengerti tentang kosakata, ejaan, dll
5. Apakah tugas yang dikerjakan dapat meningkatkan writing kamu?
Iya tapi tidak terlalu meningkat

APPENDIX D

SAMPLES OF STUDENTS

WORK

Nama : Astri Lupta Devi

Kelas : VII E

No abs : 09

How to Make Necklace

Materials : - Beads , thread

: - a needle , a scissors

Instructions :

1. Cut thread ^{about} 50 cm

2. Put beads into the thread one ^{by one} ~~spring~~
one ~~to much~~ or ~~as of the~~

3. ~~After that~~ , ^{bound the} bunch end thread

4. The necklace is ready to use.

besok Folio

1. Revisi 2 berdasarkan koneksi (kumpul jam ke-3)

HVS

Revisi 3 dikembalikan kams Jan 7 (kumpul Jam'at
Jam bhs Inggris)

Jum'at

kumpul revisi 3 (kunjungan)

Post test → folio (Food / makanan)

kesan pesan → belakang post test (pensil)

Date _____

Date _____

Nama : Astri Lupita Devi

Kelas : VII E

No abs : 09

How to Make a Necklace

- Materials :
- Beads
 - Thread
 - a needle
 - Scissors

Instructions :

1. Cut ~~the~~ thread about 50 cm, bundle it.
2. Put beads into the thread one by one.
3. Bound the ^{edge} ~~end~~ of the thread.
4. The necklane is ready to use.

Nama : Astri Lupita Devi
Kelas : VII E
No abs : 001

How to Make a Necklace

- Materials :
- Beads
 - Thread
 - a Needle
 - Scissors



Instructions

1. Cut the thread about 50 cm, bundle it.
2. Put beads into the thread one by one.
3. Bound the edge of the thread.
4. The necklace is ready to use.

Nama : Dafiqa Musyaffa'

Kls : VII E

No : 07

How to Make a Pencil Box

- ★ Materials :
- An empty plastic bottle of mineral water,
 - A sharp cutter,
 - Scissors,
 - a white paper or colourful paper,
 - Some paints,
 - Some glues.

- ★ steps :
1. Wash the plastic bottle. Make sure it is clean when you use it.
 2. Cut the bottle into two. ~~Make~~
 3. Wrap the bottle with a piece of coloured paper.
 4. If you use plain paper, use the paint to make a drawing on it.
 5. Now your pencil box is ready to use.

Nama : Dafiqi Musyaffa

Kls : VII E

No : 07

Holder

How to Make a Pencil Box

- * Materials :
- an empty plastic bottle of mineral water,
 - a sharp cutter,
 - scissors,
 - a white paper or colourful paper,
 - some paints
 - some glues

* Steps

1. Wash the plastic bottle. Make sure ^{if} it is clean when you use it.
2. Cut the bottle into two parts.
3. Wrap the bottle with a piece of coloured paper.
4. If you use [□] plain paper, use the paint to make a drawing on it.
5. Now your pencil box is ready to use.

holder

HB: Pencil Holder cuba ditaruh di rumah

How to Make a Pencil Holder

- * Materials :- an empty plastic bottle of mineral water,
- a sharp cutter,
 - scissors,
 - a white paper or colourful paper,
 - Some paints,
 - Some glues.

- * Steps :
1. Wash the plastic bottle. Make sure it is clean when you use it.
 2. Cut the bottle into two parts.
 3. Wrap the bottle with a piece of coloured paper.
 4. If you use a plain paper, use the paint to make a drawing on it.
 5. Now your pencil holder is ready to use.



Nama = Divanda Uling Sasanti

No. Absen = 10

Kelas = 7E

Revisi 1

How to Make Beautiful Brooch

Materials :

- Flannel
- UHU Glue
- Small pin
- Beads

Instructions :

1. Cut the flannel shape rectangle.
2. Roll and glue the flannel.
3. Glue the small pin at the center part, then leave.
4. Decorate the brooch with beads.
5. Beautiful brooch is ready to use.

Pratiwi : kurang tanda baca, dilengkapi ya

Hesti : Di kasih titiknya ya ???

Annisa : bagus.. ☺

Me : Oke teman - teman ☺☺

Nama : Diwanda Liling Sasanti

No. Absen : 10

Kelas : 7E

Sekolah : SMP Negeri 2 Sleman

Revisi 2

How to Make Beautiful Brooch

- Materials :
- > Flannel
 - > UHU Glue
 - > Small pin
 - > Beads

- Instructions :
1. Cut the flannel ^{into} rectangle ^{the edge of} shape.
 2. Roll and glue the flannel.
 3. ^{Attach} Glue the small pin at the center part, then leave it.
 4. Decorate the brooch with beads.
 5. Beautiful brooch is ready to ^{use} serve.

Nama : Divanda Uling Sasanti
No. Absen : 10
Kelas : 7E

REVISI 3

How to Make a Beautiful Brooch

Materials :
→ Flannel
→ UHU Glue
→ Small pin
→ Beads

Instructions :
1. Cut the flannel into rectangle shape.
2. Roll and glue the edge of the flannel.
3. Attach the small pin at the center part, then leave it.
4. Decorate the brooch with beads.
5. Beautiful brooch is ready to use.

Nama : Eli Nurmaesti

Kelas : VII E

No : 14

HOW TO MAKE KEY HANGER

Materials :

- * Flann Flanne
- * Thread
- * Key chain
- * Button
- * Dakron

Tools :

- * Scissors
- * needle

Instructions : Fold the Flannel Shape Pattern

1. cut cloth panel to model owl (much as you like).
2. Sew button with part in front of.
3. Sew part in front of with backside.
4. To enter dakron in cloth panel that already to sew
5. Sew to return all until shut.
6. Pair keychain in front of.
7. key chain ready to use.

Nama : Eli Nurmawati

Class : VII E

No : 19

How to Make a Keychain

HOW to MAKE KEY HANGER

Materials :

- Flannel
- Thread
- Key hanger
- Button
- Cotton

Tools :

- Scissors
- Needle

Instructions :

1. Fold the Flannel.
 2. Cut ^{the} Flannel ^{into the shape,} owl (pattern as you like) to be two parts.
 3. Sew button with part in front of.
 4. Sew part in front of with back side.
 5. To enter cotton in flannel that already to sew.
 6. Sew to return all until shut. ?
 7. Pair key hanger in part on. ?
 8. Key hanger is ready to use. ?
-
3. Cut the flannel into two parts in the owl shape.
 3. Sew the button with the front part.
 4. Sew the front part with the back side.
 5. Enter the cotton in flannel which have been sewed
 6. Sew the remain hold of the flannel
 7. Attach the key hanger.
 8. Keychain is ready to use

Name : Eli Nurmawati

Class : VII E

No : 14

HOW to MAKE a Key chain

Materials :

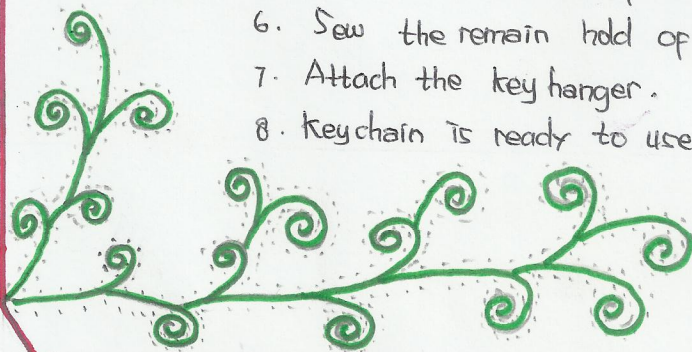
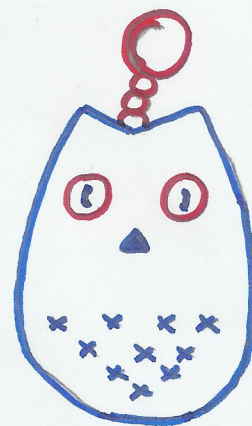
- Flannel
- Thread
- Key hanger
- Button
- Cotton

Tools :

- Scissors
- Needle

Instructions :

1. Fold the Flannel.
2. Cut the flannel into two parts in the owl shape.
3. Sew the button with the front part.
4. Sew the front part with the backside.
5. Enter the Cotton in flannel which have been sewed.
6. Sew the remain hold of the flannel.
7. Attach the key hanger.
8. Keychain is ready to use.



I

Revisi

How to Make Brooch

Materials :

- Flannel,
- a glue,
- a pin,
- scissors,
- a ruler,
- a Pencil.

Intructions :

- Decide the theme of your brooch.
- Line the Flannel shape rect tangle.
- Cut it into some pieces.
- Roll the Flannel then glue the end part.
- Attach one by one to shape grape (as you like).
- attach stalk and attach pin.

West apru.

Hesti = West apru

How to Make a Brooch

Materials :

- Flannel,
- a glue,
- a pin,
- scissors,
- a ruler,
- a pencil.

Instructions :

- Decide the ^{pattern} theme of your brooch.
- Line the flannel ~~shape~~ ^{into the} rect. tangle. ~~shape~~. rectangle shape on the flannel
- Cut it into some pieces.
- Roll the flannel, then glue the end part ?
- ^{glue} Attach one by one ^{in the} to shape of ^{of} grape (as you like).
- Attach ~~stalk~~ and ~~attach~~ pin. ^{it}
stem shape at the top and pin at the back.

Nama = Ika Hesti Wulandari.

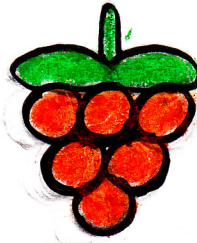
Kelas = XII E

Absen = 17

How to Make a Brooch.

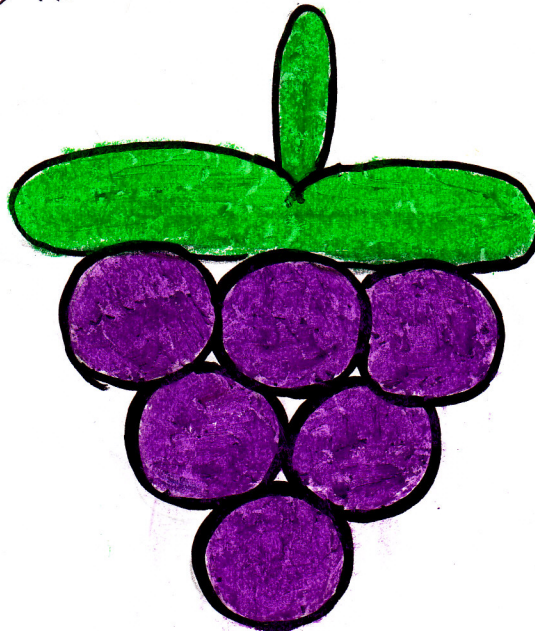
Materials =

- Flannel,
- a glue,
- a pin,
- scissors,
- a ruler,
- a pencil.



Instructions =

- <•> Decide the pattern of your brooch.
- <•> Line rectangle shape on the Flannel.
- <•> Cut, it into same pieces.
- <•> Roll the Flannel, then glue.
- <•> Glue one by one in the shape of grape (as you like)
- <•> Attach stem shape ~~and~~ at the top and pin at the back



Zia Yuli A.
20

7e.

I

How To Make flower Keys Hanger

Materials :

- Some flannel
- A glue
- ~~Key~~ Hanger
- Scissor
- Ruler
- Pencil

Steps :

1. Decide the theme of hanger.
2. Line the flannel shape the rectangle.
3. Cut it some pieces.
4. Roll the flannel it some pieces.
5. Bundle the roll flannel shape flower.
6. Pair hanger to flower / flannel flower.
7. flower keys hanger ready to use.

→ Sudah bagus !!??

Nama : Mia Yuli Astuti

No. abs : 20

Kelas : 7c

II

How to Make a flower Keys Hanger keychain

Materials :

- Some flannels
- A glue
- a Hanger keychain
- a Scissors
- Ruler
- Pencil

Steps :

1. Decide the theme of hanger.
2. Line the flannel shape rectangle. a rectangle on a flannel
3. Cut it some pieces.
4. Roll the flannel it some pieces.
5. Bundle the roll flannel shape flower. Glue the edge of flannel one by one to shape a flower.
6. Pair hanger to flower / flannel flower. Attach the keychain with flower.
7. A flower keys hanger ready to use.

keychain

Name : Mia Yuli Astuti

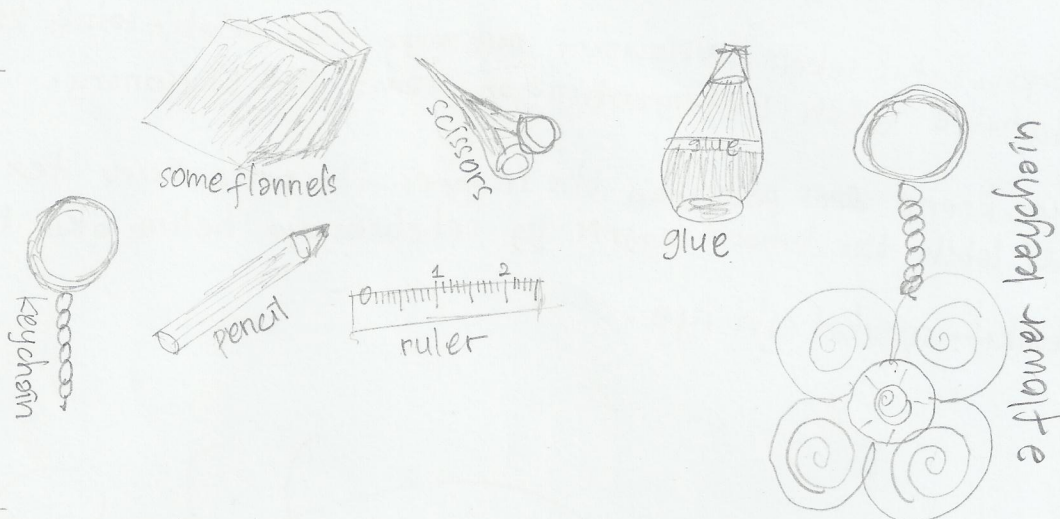
Number : 20

Class : 7e

How to Make a Flower Keychain

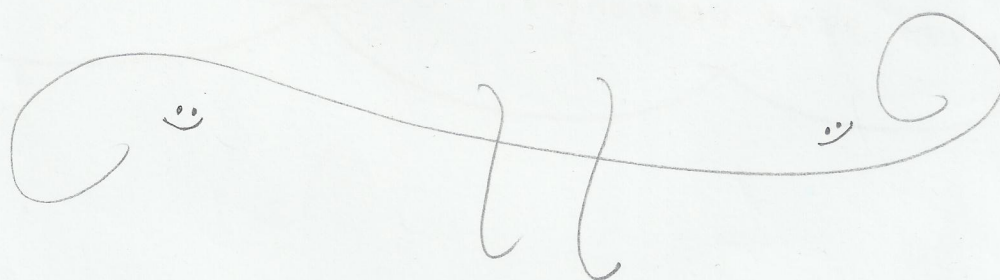
Materials :

- Some flannels
- a glue
- a keychain
- a scissors
- a ruler
- a pencil



Steps :

1. Draw the pattern of the hanger.
2. Line into a rectangle on a flannel.
3. Cut it some pieces.
4. Roll the flannel into some pieces.
5. Glue the edge of flannel one by one to shape a flower.
6. Attach the keychain with flower.
7. A flower keychain is ready to use.



Nama : Muhlison Nur Hidayat

Kelas : 7E

Nb : 23

HOW to Make a Pencil Box

second

Materials :- ~~An empty~~ plastic bottle of mineral water

- A sharp cutter

- Scissors

- a white paper or a colourful paper

- Some paint

- Some glue

Steps

1. Wash the plastic bottle. Make sure it is clean when you use it.
2. Cut the plastic bottle into two halves.
3. Wrap the bottle with a white paper or a colourful paper.
4. Path the white paper or a colourful paper with glue into the plastic bottle.
5. Use the paint to make a drawing on it.
6. Decorate the pencil box if your like.
7. Now your pencil box is ready to use.

Nama : Muhlison Nur Hidayat

Kelas : 7E

No : 23

HOW to Make a Pencil Box ^{holder}

Materials :- Second plastic bottle of mineral water

- A sharp cutter
- Scissors
- A white paper or a colourful paper
- Some paints
- Some glues

Steps

1. ^WWash the plastic bottle. Make sure it is clean when you use it. ^F

2. Cut the plastic bottle into two half parts.

3. Wrap the bottle with a white paper or a colourful paper.

4. ^{Attach} ~~Path~~ the ~~white~~ white paper or a colourful paper with glue ^{on} to the plastic bottle.

5. Use ^{the} paint to make a drawing on it.

6. Decorate the pencil ^{holder} box if you like.

7. Now, your pencil ^{holder} box is ready to use.

HB: Pencil holder cuma ditaruh di meja

Nama: Muhlison Nur H
Kelas: 7E
No : 23

How to Make a Pencil Holder

Materials = - Second plastic bottle of mineral water
- A sharp cutter
- Scissors
- A white paper or a colourful paper
- Some paints
- Some glues

Steps:

1. Wash the plastic bottle. Make sure if it is clean when you use it.
2. Cut the plastic bottle into two parts.
3. Wrap the bottle with a white paper or a colourful paper.
4. Attach the white paper or a colourful paper with glue on to the plastic bottle.
5. Use the paint to make a drawing on it.
6. Decorate the pencil holder if you like.
7. Now, your pencil holder is ready to use.

How to Make a Strawberry Key Chain gaking

Materials : * Fabric flanel

* Blue gun

* String

* Cotton

Tools : * Scissors

* Pencil

* Needle

Steps : 2 strawberry

1. Draw stroberry pattern in cloth flanel, ~~sum two parts~~ ^{the} ~~late~~
2. Scissors stroberry pattern. Cut the strawberry patterns.
3. Sew cloth flanel ^{in the} half part.
4. Contents with cotton until full, Sew until finish.
5. Make ^a pattern leaf, glue ^{up} stroberry with strawberry
6. Glue decorate in front of stroberry
7. Pair galloway up stroberry ?
- 8.

4. Fill it with cotton until full, then sew it until finish finish
6. Glue the decoration in front of strawberry
7. Attach the keychain on the strawberry
8. The strawberry keychain is ready to use

Nama : Nurul Nafisah

Kelas : VII E

How to Make a Strawberry Keychain

Materials : • Fabric Flannel.

• Glue gun.

• Cotton.

• String.

Tools : • a Scissors.

• a Pen

• a Needle.

Steps :

1. Draw 2 strawberry pattern in the flannel.
2. Cut the strawberry patterns.
3. Sew cloth flannel in the half part.
4. Fill it with cotton until full, then sew it until finish
5. Make a patterns leaf, glue up with strawberry.
6. Glue the decoration in front of strawberry.
7. Attach the keychain on the strawberry.
8. The strawberry keychain is ready to use.

Name : Nurul Nafisah

Class : VII E

No : 26

How to Make a Strawberry Keychain

Materials :

- Fabric Flannel.

- Glue gun.

- Cotton.

- String.

Tools :

- a Scissors.

- a Pen.

- a Needle.

Steps:

1. Draw 2 strawberry pattern in the flannel.
2. Cut the strawberry patterns.
3. Sew cloth flannel in the half part.
4. Fill it with cotton until full, then sew it until finish.
5. Make a patterns leaf, glue up with strawberry.
6. Glue the decoration in front of strawberry.
7. Attach the keychain on the strawberry.
8. The strawberry keychain is ready to use.



Nama : Risa Kurniawati.

Kelas : VII E

No absen : 30

I

How to Make a Place pencils.

Materials :

* a tin secondhand.

* a glue.

* ~~a~~ scissors.

* paper color.

* Sticker.

Instructions :

1. Take the tin then glue the paper color, that finished at geometry to fit the tin.

2. roll paper color on the tin.

3. If finished to remain to decorate to put on sticker or to fit wishing.

4. place pencils ready at to use.

Nama = Rizka kurniawati

Kelas = 7E

No = 30

II

How To make ~~case~~ per plate pencils.

Materials :

- a tin secondhand.
- a glue.
- Scissors.
- color paper
- sticker.

Intructions :

1. Take the tin then glue with color paper to fit the tin.
2. roll color paper on the tin.
3. decorate with put sticker.
4. place pencils ready at to use.

h.B :

1. Sri Idayani

⇒ Tara nulisnya membingungkan

2. Dina

⇒ Tulisannya yg jelas

Nama : Riska kurniawati
kelas : VIII
No : 30

III

How to Make place pencils

Materials :

- a tin secondhand.
- a glue.
- scissors
- color paper
- sticker

Instructions :

- Take the tin then glue with color paper to fit the tin.
- Roll color paper on the tin.
- Decorate with put sticker.
- Place pencils ready at to use.



Nama : Septiana Firdaus Hastuti

Kelas : VII E

No. Absen : 32

How to Make^a Bracelet from Beads

Materials : • String (as you like)
• Some beads

Steps :

- First, prepare string and beads.
- The second, ^{put} pile the beads one by one into the string.
- Do this step until finish.
- After that, bound the ^{edge} tip of string.
- The bracelet is ready to use.

How to Make a Bracelet from Beads

Materials :- String
- Some beads

Steps :

- First, prepare string and beads.
- Second, put the beads one by one into the string.
- Do this step until finish.
- After that, bound the edge of the string.
- The bracelet is ready to use.

Nama : Septiana Firdaus Hastuti

Kelas : VII E

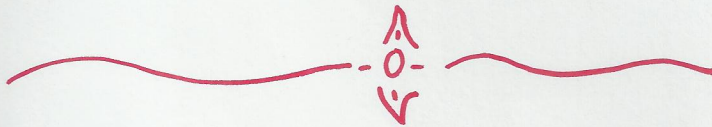
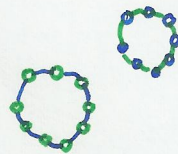
No. Absen : 32

☀ How to Make a Bracelet from Beads ☀

Materials : - String
- Some beads

Steps :

- First, prepare string and beads.
- Second, put the beads one by one into the string.
- Do thrs step until finish.
- After that, bound the edge of the string.
- The bracelet is ready to use.



APPENDIX E

DAFTAR NAMA SISWA

DAFTAR NAMA SISWA KELAS 7E**SMPN 2 SLEMAN**

No	Nama Siswa	L/P
1.	Alfian Dwi Yulianto	L
2.	Annisa Fatiah	P
3.	Arif Mahmudi	L
4.	Astri Lupita Devi	P
5.	Bagas Setiawan	L
6.	Budi Wuryanto	L
7.	Dafiqi Musyaffa'	L
8.	Diah Larasati	P
9.	Dina Kurniasani	P
10.	Divanda Liling Sasanti	P
11.	Dones Meiko Santoso	L
12.	Dwi Novarifanto	L
13.	Dyah Utami Rochmad Ningrum	P
14.	Eli Nurmawati	P
15.	Fuad Ismurdianto	L
16.	Givan Setiawan	L
17.	Ika Hesti Wulandari	P
18.	Inas Alma Majid	P
19.	Intan Sulistyana	P
20.	Mia Yuli Astuti	P
21.	Minakhul Wafiroh	P
22.	M. Tajuddin Daffa	L
23.	Muhlisun Nur Hidayat	L
24.	Nunun Ardiyanto	L
25.	Nur Arifah Miftakhul Jannah	P
26.	Nurul Nafisah	P
27.	Okti Rahayu	P
28.	Pratiwi Aristianti	P
29.	Raffli Hidayat	L
30.	Riska Kurniawati	P
31.	Savitri Dinas S.	P
32.	Septiana Firdaus Hastuti	P
33.	Shafiatush Shalikhah	P
34.	Sri Idayani	P
35.	Umar Ismail	L
36.	Yunita R.	P

APPENDIX F

LESSON PLANS

LESSON PLAN

School Unit	: SMP N 2 Sleman
Subject	: English
Grade/Semester	: VII/II
Topic	: Procedure text recipe
Skill	: Writing
Time Allocation	: 2 x 40 minutes
Meeting	: 1

A. Standard of Competence

Expressing a simple short functional text to communicate with the closest environment and in the academic contexts.

B. Basic Competency

Expressing information in written functional texts and simple short essays to communicate with the nearest environment or in the academic contexts.

C. Indicators

- Interpreting the criteria of good writing
- Identifying the steps of writing
- Performing the pre-writing activities: Deciding the theme, Brainstorming, Free-writing, Clustering, Topic Analysis, Organizing, Planning

D. Teaching Objectives

At the end of the session, the students are able to plan what they are going to write.

E. Teaching Materials

1. The criteria of good writing (Brown, 2004:244)
 - Organization
 - Content
 - Grammar
 - Vocabulary
 - Mechanism
2. Steps of writing (Brown. 2000:257)
 - Pre-writing
 - Writing
 - Revising
 - Re-writing
 - Publication and Appreciation

F. Teaching Method

Pre-teaching, Whilst-teaching, Post-teaching

G. Teaching steps :

a. Pre-teaching activities

- Greeting
- Checking students' condition
- Starting the class
- Calling the roll
- Outlining the materials
- Explaining the goals of teaching and learning

b. Whilst-teaching activities

Eksplorasi

- Teacher leads the students to the self-evaluation section
- Students answer the questions of self-evaluation on a piece of paper.
- Teacher collects the paper from the students.
- Teacher explains about and give example of the procedure text: content, organization and linguistic feature at glance
- Teacher explains the criteria of good writing
- Teacher explains the steps of writing

Elaborasi

- Students do the pre-writing activities
- Students collect the writing plan based on the pair-discussion

Konfirmasi

- Teacher assigns students to make the first portfolio based on their plan as homework

c. Post-teaching activities

- Teacher asks the difficulties students might face during the lesson
- Teacher makes a summary of topic that has been discussed
- Teacher assigns students to make the first draft based on their plan as homework
- Closing the lesson

H. Assessment

a. Technique

Portfolio : Making the first draft of a procedure text

b. Form : essay homework

c. Instrument : Attached

d. Assessment Guidance

1. Students get score max 20 for: organization, content, grammar, vocabulary, mechanism)
2. Maximum Score : 20
3. Minimum Score : 5

I. Teaching resources

Brown, Douglas H. 2004. *Language Assessment: Principles and Classroom Practices* New York: Addison Wesley Longman, Inc.
 The Ministry of Education and Culture. 2008. *Soal UN SMP tahun 2008/2009*. Jakarta: Depdikbud.

Approved by
 10th, 2012
 English Teacher,

Yogyakarta, April

Researcher,

Dra. Kristyowati, M. Hum.
 NIP. 19670625 199512 2 004

Nita Puspitaningrum
 NIM. 06202244022

LESSON PLAN

School Unit	: SMP N 2 Sleman
Subject	: English
Grade/Semester	: VII/II
Topic	: Procedure text recipe
Skill	: Writing
Time Allocation	: 2 x 40 minutes
Meeting	: 2

A. Standard of Competence

Expressing a simple short functional text to communicate with the closest environment and in the academic contexts.

B. Basic Competency

Expressing information in written functional texts and simple short essays to communicate with the nearest environment or in the academic contexts.

C. Indicators

- Interpreting the steps of writing
- Interpreting the generic structure, linguistic feature, content and organization of procedure text
- Assessing classmates' writing based on the assessment criteria in writing

D. Teaching Objectives

At the end of the session, the students are able to write a procedure text based on the explanation on the procedure text given by the teacher and are able to assess others' writing.

E. Teaching Materials

1. The criteria of good writing for the table of peer-assessment (Brown, 2004:244)
 - Organization
 - Content
 - Grammar
 - Vocabulary
 - Mechanism
2. Steps of writing (Brown, 2000:257)
 - Pre-writing
 - Writing
 - Revising
 - Re-writing

- Publication and Appreciation
- 3. The generic structure, linguistic feature, vocabulary, content and organization of procedure text
 - a. Generic Structure:
 - aim/ goal/ title: to tell what will be made or done.
 - materials/ ingredients: a list of what is needed
 - steps (1-n): explain how to do it
 - b. Linguistic Feature:
 - Focus on generalized human agents
 - Use simple present tense: usually in the form of imperative sentence.
 - Use temporal conjunctions: first, second, then, next, finally,
 - Use action verb: stir, pour, cook, grind, serve.
 - c. Vocabulary: food, beverage, meat, porridge, fruit, blend, mix.
 - d. Content:
 - discuss 1 topic (create 1 topic)
 - the number of ingredients are reasonable/ acceptable
 - the steps is delivered in form of points
 - the steps use imperative sentence
 - the steps is delivered precisely and clearly
 - e. Organization:
 - coherence between title, ingredients, and steps
 - use clear measurement/ unit at the ingredients (once, gram)
 - steps is delivered with number or pointer
 - steps can be begun by ordinal number; first, second or rhetorical direction; next, last, then, after that

F. Teaching Method

Pre-teaching, Whilst-teaching, Post-teaching

G. Teaching steps :

a. Pre-teaching activities

- Greeting
- Checking students' condition
- Starting the class
- Calling the roll
- Outlining the materials
- Explaining the goals of teaching and learning

b. Whilst-teaching activities

Exploration

- Teacher explains the generic structure, linguistic feature, content and organization of procedure text.
- Teacher invites students in a discussion session.

Collaboration

- Students ask questions about the generic structure, vocabulary, linguistic feature, content and organization of procedure text.

Confirmation

- The students must submit their first portfolio.
- Teacher checks the students' first portfolio one by one.
- Teacher asks the students to assess their friends' portfolio or give comment/ review (peer-correction).
- Students give comments to their classmates' writing.

c. Post-teaching activities

- Teacher asks the difficulties students might face during the lesson.
- Teacher makes a summary of topic that has been discussed.
- Teacher assigns students to make the second draft (second portfolio) as a homework based on their friend's review and they should also include some personal comments.
- Closing the lesson.

H. Assessment**a. Technique**

Portfolio : Making the first draft of a procedure text

b. Form : essay homework**c. Instrument** : Attached**d. Assessment Guidance**

1. Students get score max 20 for: organization, content, grammar, vocabulary, mechanism
2. Maximum Score : 20
3. Minimum Score : 5

I. Teaching resources

Brown, Douglas H. 2004. *Language Assessment: Principles and Classroom Practices* New York: Addison Wesley Longman, Inc.

The Ministry of Education and Culture. 2008. *Soal UN SMP tahun 2008/2009*.
Jakarta: Depdikbud.

Approved by
English Teacher,

Yogyakarta, April 10th, 2012
Researcher,

Dra. Kristyowati, M. Hum.
NIP. 19670625 199512 2 004

Nita Puspitaningrum
NIM. 06202244022

LESSON PLAN

School Unit	: SMP N 2 Sleman
Subject	: English
Grade/Semester	: VII/II
Topic	: Procedure text recipe
Skill	: Writing
Time Allocation	: 2 x 40 minutes
Meeting	: 3

A. Standard of Competence

Expressing a simple short functional text to communicate with the closest environment and in the academic contexts.

B. Basic Competency

Expressing information in written functional texts and simple short essays to communicate with the nearest environment or in the academic contexts.

C. Indicators

- Identifying the generic structure, linguistic feature, content and organization of procedure text
- Assessing classmates' writing based on the assessment criteria in writing

D. Teaching Objectives

At the end of the session, the students are able to write a procedure text based on the explanation on the procedure text given by the teacher and are able to assess others' writing.

E. Teaching Materials

1. The criteria of good writing for the table of peer-assessment (Brown, 2004:244)
 - Organization
 - Content
 - Grammar
 - Vocabulary
 - Mechanism
2. Steps of writing (Brown. 2000:257)
 - Pre-writing
 - Writing
 - Revising
 - Re-writing
 - Publication and Appreciation

3. The generic structure, linguistic feature, content, vocabulary and organization of procedure text

- | | |
|------------------------|--|
| a. Generic Structure: | - aim/ goal/ title: to tell what will be made or done. |
| | - materials/ ingredients: a list of what is needed |
| | - steps (1-n): explain how to do it |
| b. Linguistic Feature: | <ul style="list-style-type: none"> • Focus on generalized human agents • Use simple present tense: usually in the form of imperative sentence. • Use temporal conjunctions: first, second, then, next, finally, • Use action verb: stir, pour, cook, grind, serve. |
| c. Vocabulary: | food, beverage, meat, porridge, fruit, blend, mix. |
| d. Content: | <ul style="list-style-type: none"> - discuss 1 topic (create 1 topic) - the number of ingredients are reasonable/ acceptable - the steps is delivered in form of points - the steps use imperative sentence - the steps is delivered precisely and clearly |
| e. Organization: | <ul style="list-style-type: none"> - coherence between title, ingredients, and steps - use clear measurement/ unit at the ingredients (once, gram) - steps is delivered with number or pointer - steps can be begun by ordinal number; first, second or rhetorical direction; next, last, then, after that |

F. Teaching Method

Pre-teaching, Whilst-teaching, Post-teaching

G. Teaching steps :

a. Pre-teaching activities

- Greeting
- Checking students' condition
- Starting the class
- Calling the roll
- Outlining the materials
- Explaining the goals of teaching and learning

b. Whilst-teaching activities

Exploration

- Teacher explains the generic structure, linguistic feature, content and organization of procedure text.
- Teacher invites students in a discussion session.

Collaboration

- Students ask questions about the generic structure, vocabulary, linguistic feature, content and organization of procedure text.

Confirmation

- The students must submit their first portfolio.
- Teacher checks the students' first portfolio one by one.
- Teacher asks the students to assess their friends' portfolio or give comment/ review (peer-correction).
- Students give comments to their classmates' writing.

c. Post-teaching activities

- Teacher asks the difficulties students might face during the lesson.
- Teacher makes a summary of topic that has been discussed.
- Teacher assigns students to make the second draft (second portfolio) as a homework based on their friend's review and they should also include some personal comments.
- Closing the lesson.

H. Assessment

a. Technique

Portfolio : Making the first draft of a second cycle procedure text

b. Form : essay homework

c. Instrument : Attached

d. Assessment Guidance

1. Students get score max 20 for: organization, content, grammar, vocabulary, mechanism
2. Maximum Score : 20
3. Minimum Score : 5

I. Teaching resources

Brown, Douglas H. 2004. *Language Assessment: Principles and Classroom Practices* New York: Addison Wesley Longman, Inc.

The Ministry of Education and Culture. 2008. *Soal UN SMP tahun 2008/2009*. Jakarta: Depdikbud.

Approved by
English Teacher,

Dra. Kristyowati, M. Hum.
NIP. 19670625 199512 2 004

Yogyakarta, April 10th, 2012
Researcher,

Nita Puspitaningrum
NIM. 06202244022

LESSON PLAN

School Unit	: SMP N 2 Sleman
Subject	: English
Grade/Semester	: VII/II
Topic	: Procedure text handicraft
Skill	: Writing
Time Allocation	: 2 x 40 minutes
Meeting	: 4

A. Standard of Competence

Expressing a simple short functional text to communicate with the closest environment and in the academic contexts.

B. Basic Competency

Expressing information in written functional texts and simple short essays to communicate with the nearest environment or in the academic contexts.

C. Indicators

- Identifying the criteria of good writing
- Identifying the steps of writing
- Applying the pre-writing activities: Deciding the theme, Brainstorming, Free-writing, Clustering, Topic Analysis, Organizing, Planning

D. Teaching Objectives

At the end of the session, the students are able to plan what they are going to write.

E. Teaching Materials

1. The criteria of good writing (Brown, 2004:244)
 - Organization
 - Content
 - Grammar
 - Vocabulary
 - Mechanism
2. Steps of writing (Brown. 2000:257)
 - Pre-writing
 - Writing
 - Revising
 - Re-writing
 - Publication and Appreciation

F. Teaching Method

Pre-teaching, Whilst-teaching, Post-teaching

G. Teaching steps :**a. Pre-teaching activities**

- Greeting
- Checking students' condition
- Starting the class
- Calling the roll
- Outlining the materials
- Explaining the goals of teaching and learning

b. Whilst-teaching activities**Explorasi**

- Teacher leads the students to the self-evaluation section
- Students answer the questions of self-evaluation on a piece of paper.
- Teacher collects the paper from the students.
- Teacher explains about and give example of making handicraft procedure text: content, organization and linguistic feature at glance.
- Teacher explains the criteria of good writing
- Teacher explains the steps of writing
- Students do the pre-writing activities
- Students collect the writing plan based on the pair-discussion

Konfirmasi

- Student write the forth folio at home

c. Post-teaching activities

- Teacher asks the difficulties students might face during the lesson
- Teacher makes a summary of topic that has been discussed
- Closing the lesson

H. Assessment**a. Technique**

Portfolio : Making the first draft of a procedure text

b. Form : essay homework**c. Instrument : Attached****d. Assessment Guidance**

1. Students get score max 20 for: organization, content, grammar, vocabulary, mechanism)
2. Maximum Score : 20
3. Minimum Score : 5

I. Teaching resources

- Brown, Douglas H. 2004. *Language Assessment: Principles and Classroom Practices* New York: Addison Wesley Longman, Inc.
- The Ministry of Education and Culture. 2008. *Soal UN SMP tahun 2008/2009*. Jakarta: Depdikbud.

Approved by
English Teacher,

Yogyakarta, April 10th, 2012
Researcher,

Dra. Kristyowati, M. Hum.
NIP. 19670625 199512 2 004

Nita Puspitaningrum
NIM. 06202244022

LESSON PLAN

School Unit	: SMP N 2 Sleman
Subject	: English
Grade/Semester	: VII/II
Topic	: Procedure text handicraft
Skill	: Writing
Time Allocation	: 2 x 40 minutes
Meeting	: 5

A. Standard of Competence

Expressing a simple short functional text to communicate with the closest environment and in the academic contexts.

B. Basic Competency

Expressing information in written functional texts and simple short essays to communicate with the nearest environment or in the academic contexts.

C. Indicators

- Identifying the steps of writing
- Identifying the generic structure, linguistic feature, content and organization of procedure text
- Assessing classmates' writing based on the assessment criteria in writing

D. Teaching Objectives

At the end of the session, the students are able to write a procedure text based on the explanation on the procedure text given by the teacher and are able to assess others' writing.

E. Teaching Materials

1. The criteria of good writing for the table of peer-assessment (Brown, 2004:244)
 - Organization
 - Content
 - Grammar
 - Vocabulary
 - Mechanism
2. Steps of writing (Brown, 2000:257)
 - Pre-writing
 - Writing
 - Revising
 - Re-writing

- Publication and Appreciation
- 4. The generic structure, linguistic feature, vocabulary, content and organization of procedure text
 - a. Generic Structure:
 - aim/ goal/ title: to tell what will be made or done.
 - materials: a list of what is needed
 - steps (1-n): explain how to do it
 - b. Linguistic Feature:
 - Focus on generalized human agents
 - Use simple present tense: usually in the form of imperative sentence.
 - Use temporal conjunctions: first, second, then, next, finally,
 - Use action verb: cut, fold, glue, attach, color.
 - c. Vocabulary: craft, tray, paint, draw, frame, cover
 - d. Content:
 - discuss 1 topic (create 1 topic)
 - the number of materials are reasonable/ acceptable
 - the steps is delivered in form of points
 - the steps use imperative sentence
 - the steps is delivered precisely and clearly
 - e. Organization:
 - coherence between title, ingredients, and steps
 - use clear measurement/ unit at the materials (a pencil, a styrofoam tray)
 - steps is delivered with number or pointer
 - steps can be begun by ordinal number; first, second or rhetorical direction; next, last, then, after that

F. Teaching Method

Pre-teaching, Whilst-teaching, Post-teaching

G. Teaching steps :

a. Pre-teaching activities

- Greeting
- Checking students' condition
- Starting the class
- Calling the roll
- Outlining the materials
- Explaining the goals of teaching and learning

b. Whilst-teaching activities

Explorasi

- Teacher explains the generic structure, linguistic feature, content and organization of making handicraft procedure text.
- Teacher invites students in a discussion session.

Elaborasi

- Students ask questions about the generic structure, vocabulary, linguistic feature, content and organization of procedure text.

Konfirmasi

- The student must submit their forth portfolio to the teacher.
- Teacher checks the students' forth portfolio one by one.
- Students give comments to their classmates' writing.

c. Post-teaching activities

- Teacher asks the difficulties students might face during the lesson.
- Teacher makes a summary of topic that has been discussed.
- Teacher assigns students to make the second draft as a homework based on their friend's review and they should also include some personal comments.
- Closing the lesson

H. Assessment

a. Technique

Portfolio : Making the first draft of a procedure text

b. Form : essay homework

c. Instrument : Attached

d. Assessment Guidance

1. Students get score max 20 for, organization, content, grammar, vocabulary, mechanism
2. Maximum Score : 20
3. Minimum Score : 5

I. Teaching resources

Brown, Douglas H. 2004. *Language Assessment: Principles and Classroom Practices* New York: Addison Wesley Longman, Inc.

The Ministry of Education and Culture. 2008. *Soal UN SMP tahun 2008/2009*. Jakarta: Depdikbud.

Approved by
10th, 2012
English Teacher,

Yogyakarta, April

Researcher,

Dra. Kristyowati, M. Hum.
NIP. 19670625 199512 2 004

Nita Puspitaningrum
NIM. 06202244022

LESSON PLAN

School Unit	: SMP N 2 Sleman
Subject	: English
Grade/Semester	: VII/II
Topic	: Procedure text handicraft
Skill	: Writing
Time Allocation	: 2 x 40 minutes
Meeting	: 6

A. Standard of Competence

Expressing a simple short functional text to communicate with the closest environment and in the academic contexts.

B. Basic Competency

Expressing information in written functional texts and simple short essays to communicate with the nearest environment or in the academic contexts.

C. Indicators

- Identifying the generic structure, linguistic feature, content and organization of procedure text
- Assessing classmates' writing based on the assessment criteria in writing

D. Teaching Objectives

At the end of the session, the students are able to write a procedure text based on the explanation on the procedure text given by the teacher and are able to assess others' writing.

E. Teaching Materials

1. The criteria of good writing for the table of peer-assessment (Brown, 2004:244)
 - Organization
 - Content
 - Grammar
 - Vocabulary
 - Mechanism
2. The generic structure, linguistic feature, content, vocabulary and organization of procedure text
 - a. Generic Structure:
 - aim/ goal/ title: to tell what will be made or done.
 - materials: a list of what is needed

- b. Linguistic Feature:
 - steps (1-n): explain how to do it
 - Focus on generalized human agents
 - Use simple present tense: usually in the form of imperative sentence.
 - Use temporal conjunctions: first, second, then, next, finally,
 - Use action verb: cut, attach, glue, color
- c. Vocabulary: craft, tray, paint, draw, frame, cover
- d. Content:
 - discuss 1 topic (create 1 topic)
 - the number of materials are reasonable/ acceptable
 - the steps is delivered in form of points
 - the steps use imperative sentence
 - the steps is delivered precisely and clearly
- e. Organization:
 - coherence between title, ingredients, and steps
 - use clear measurement/ unit at the materials (a pencil, a styrofoam tray)
 - steps is delivered with number or pointer
 - steps can be begun by ordinal number; first, second or rhetorical direction; next, last, then, after that

F. Teaching Method

Pre-teaching, Whilst-teaching, Post-teaching

G. Teaching steps :

a. Pre-teaching activities

- Greeting
- Checking students' condition
- Starting the class
- Calling the roll
- Outlining the materials
- Explaining the goals of teaching and learning

b. Whilst-teaching activities

Explorasi

- Teacher reviews the generic structure, linguistic feature, content, vocabulary and organization of making handicraft procedure text.

Elaborasi

- The students must submit their fifth portfolio to the teacher.
- Teacher checks the students' second draft one by one.
- The teacher asks the students to assess their friends' written work (peer-assessment).

Konfirmasi

- Students give comments to their classmates' writing.

c. Post-teaching activities

- Teacher asks the difficulties students might face during the lesson
- Students reflect their writing process and hard work during joining the first-three meetings.
- Teacher assigns students to make the sixth portfolio (final product) as a homework based on their friend's comments and they should also include some personal comments.
- Closing the lesson

H. Assessment

a. Technique

Portfolio : Making the final product of a making handicraft procedure text

b. Form : essay homework

c. Instrument : Attached

d. Assessment Guidance

1. Students get score max 20 for, organization, content, grammar, vocabulary, mechanism
2. Maximum Score : 20
3. Minimum Score : 5

I. Teaching resources

Brown, Douglas H. 2004. *Language Assessment: Principles and Classroom Practices* New York: Addison Wesley Longman, Inc.

The Ministry of Education and Culture. 2008. *Soal UN SMP tahun 2008/2009*. Jakarta: Depdikbud.

Approved by
English Teacher,

Yogyakarta, April 10th, 2012
Researcher,

Dra. Kristyowati, M. Hum.
NIP. 19670625 199512 2 004

Nita Puspitaningrum
NIM. 06202244022

APPENDIX G

WRITING ASSESSMENT

Rubric of Assessment (Reid, 1993)

(Reid, 1993) Content	Relevant to assigned topic	4
	Mostly relevant to topic	3
	Limited knowledge of subject	2
	Does not show knowledge of subject	1
Organization	The text can be understood easily and effectively	4
	Mostly easy to understand	3
	Fluent and not too difficult to understand	2
	Need hard work to understand	1
Grammar	There is one/two errors	4
	There are three to four errors but meaning can be understood	3
	There are five to six errors and meaning confused	2
	There are more than six errors	1
Vocabulary	Using vocabularies accurately and variously	4
	Using vocabularies accurately	3
	Using limited vocabularies but meaning can be understood	2
	Using limited vocabularies and meaning confused	1
Mechanic (spelling and Punctuation)	There is one/two errors	4
	There are three to four errors but meaning can be understood	3
	There are five to six errors and meaning confused	2
	There are more than six errors	1
Minimum score		5
Maximal score		20

APPENDIX H

PHOTOGRAPHS

THE PHOTOGRAPHS



The students are doing exercise



The students are discussing the tasks in pairs seriously



The students are discussing the topic for first portfolio draft



The students are giving review of their friends

THE PHOTOGRAPHS



The students are doing the tasks



The students are reviewing their friend's portfolio



The student is doing post test



The students are revising the second portfolio

THE PHOTOGRAPHS



The students are doing exercise seriously



The students are revising the third portfolio

APPENDIX I

OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

Class : VII
 Teacher's name : Dra. Kristyowati, M. Hum
 Day/Date : Tuesday, May 8th 2012
 Topic : Procedure
 Students : 36
 Time : 08.35-10.05
 Observer : Nita Puspitaningrum
 Meeting : Pre Research

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

NO	Observation Items	Answer			Comments
		1	2	3	
A	PREPARATION				
1	The teacher greet the students		√		
2	The students respond to the greeting		√		
3	The teacher asks the students' condition		√		
4	The students tell their condition to the teacher		√		
5	The teacher reviews the last material and looks ahead to new material	√			
6	The teacher explains the goal of teaching and learning	√			
7	The prepared goals/objectives were apparent	√			

B	PRESENTATION				
1	The material was explained in an understandable way		√		
2	The lesson was smooth, sequenced, and logical		√		
3	The lesson was well-paced		√		
4	Directions were clear and concise and students were able to carry them out		√		
5	Material was presented at the students' level of comprehension		√		
6	The language use (pronunciation, intonation, fluency, and appropriate)	√			
7	The teacher answered questions carefully and satisfactorily		√		
8	The teacher showed an interest in and enthusiasm for, the subject taught		√		
C	METHODS				
1	The material was reinforced		√		
2	The teacher moved around the class and made eye contact		√		
3	The teacher knew students' names		√		
4	The teacher positively reinforced the students		√		
5	Examples and illustrations were used effectively		√		
6	Instructional aids or resource material used effectively	√			
7	Drills were used and presented effectively	√			
8	Appropriate error correction		√		

9	The teacher made interesting activities	√			
D	TEACHER/STUDENT INTERACTION				
1	Teacher encouraged and assured full student participation in class		√		
2	The class felt free to ask questions or to express their own ideas		√		
3	The teacher was able to control and direct the class		√		
4	The students were attentive and involved	√			
5	The students were encouraged to do their best		√		
6	The teacher was relaxed and matter-of-fact in voice and manner		√		
7	The teacher was aware of individual and group needs	√			
8	The students asked questions		√		
9	The teacher gives reward to the students		√		

Score Description:

1 = Need Improvement

2 = Good

3 = Excellent

OBSERVATION CHECKLIST

Class : VII
 Teacher's name : Nita Puspitaningrum
 Day/Date : Friday, May 11th 2012
 Topic : Procedure
 Students : 36
 Time : 07.05-08.35
 Observer : Dra. Kristyowati, M. Hum
 Meeting : 1

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

NO	Observation Items	Answer			Comments
		1	2	3	
A	PREPARATION				
1	The teacher greet the students		√		
2	The students respond to the greeting		√		
3	The teacher asks the students' condition		√		
4	The students tell their condition to the teacher		√		
5	The teacher reviews the last material and looks ahead to new material		√		
6	The teacher explains the goal of teaching and learning		√		
7	The prepared goals/objectives were apparent		√		

B	PRESENTATION				
1	The material was explained in an understandable way		√		
2	The lesson was smooth, sequenced, and logical		√		
3	The lesson was well-paced		√		
4	Directions were clear and concise and students were able to carry them out	√			
5	Material was presented at the students' level of comprehension		√		
6	The language use (pronunciation, intonation, fluency, and appropriate)		√		
7	The teacher answered questions carefully and satisfactorily		√		
8	The teacher showed an interest in and enthusiasm for, the subject taught		√		
C	METHODS				
1	The material was reinforced		√		
2	The teacher moved around the class and made eye contact		√		
3	The teacher knew students' names	√			
4	The teacher positively reinforced the students		√		
5	Examples and illustrations were used effectively		√		
6	Instructional aids or resource material used effectively		√		
7	Drills were used and presented effectively		√		
8	Appropriate error correction		√		

9	The teacher made interesting activities		√		
D	TEACHER/STUDENT INTERACTION				
1	Teacher encouraged and assured full student participation in class		√		
2	The class felt free to ask questions or to express their own ideas		√		
3	The teacher was able to control and direct the class	√			
4	The students were attentive and involved	√			
5	The students were encouraged to do their best		√		
6	The teacher was relaxed and matter-of-fact in voice and manner		√		
7	The teacher was aware of individual and group needs		√		
8	The students asked questions		√		
9	The teacher gives reward to the students		√		

Score Description:

1 = Need Improvement

2 = Good

3 = Excellent

OBSERVATION CHECKLIST

Class : VII

Teacher's name : Nita Puspitaningrum

Day/Date : Tuesday, May 15th 2012

Topic : Procedure

Students : 36

Time : 08.35-10.05

Observer : Dra. Kristyowati, M.Hum.

Meeting : 2

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

NO	Observation Items	Answer			Comments
		1	2	3	
A	PREPARATION				
1	The teacher greet the students		√		
2	The students respond to the greeting		√		
3	The teacher asks the students' condition		√		
4	The students tell their condition to the teacher		√		
5	The teacher reviews the last material and looks ahead to new material		√		
6	The teacher explains the goal of teaching and learning		√		
7	The prepared goals/objectives were apparent		√		

B	PRESENTATION				
1	The material was explained in an understandable way		√		
2	The lesson was smooth, sequenced, and logical		√		
3	The lesson was well-paced		√		
4	Directions were clear and concise and students were able to carry them out		√		
5	Material was presented at the students' level of comprehension		√		
6	The language use (pronunciation, intonation, fluency, and appropriate)		√		
7	The teacher answered questions carefully and satisfactorily		√		
8	The teacher showed an interest in and enthusiasm for, the subject taught		√		
C	METHODS				
1	The material was reinforced		√		
2	The teacher moved around the class and made eye contact		√		
3	The teacher knew students' names	√			
4	The teacher positively reinforced the students		√		
5	Examples and illustrations were used effectively		√		
6	Instructional aids or resource material used effectively		√		
7	Drills were used and presented effectively		√		
8	Appropriate error correction		√		

9	The teacher made interesting activities		√		
D	TEACHER/STUDENT INTERACTION				
1	Teacher encouraged and assured full student participation in class		√		
2	The class felt free to ask questions or to express their own ideas		√		
3	The teacher was able to control and direct the class		√		
4	The students were attentive and involved		√		
5	The students were encouraged to do their best		√		
6	The teacher was relaxed and matter-of-fact in voice and manner		√		
7	The teacher was aware of individual and group needs		√		
8	The students asked questions		√		
9	The teacher gives reward to the students		√		

Score Description:

1 = Need Improvement

2 = Good

3 = Excellent

OBSERVATION CHECKLIST

Class : VII
 Teacher's name : Nita Puspitaningrum
 Day/Date : Friday, May 18th 2012
 Topic : Procedure
 Students : 36
 Time : 07.05-08.35
 Observer : Dra. Kristyowati, M. Hum.
 Meeting : 3

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

NO	Observation Items	Answer			Comments
		1	2	3	
A	PREPARATION				
1	The teacher greet the students		√		
2	The students respond to the greeting		√		
3	The teacher asks the students' condition		√		
4	The students tell their condition to the teacher		√		
5	The teacher reviews the last material and looks ahead to new material		√		
6	The teacher explains the goal of teaching and learning		√		
7	The prepared goals/objectives were apparent		√		

B	PRESENTATION				
1	The material was explained in an understandable way		√		
2	The lesson was smooth, sequenced, and logical		√		
3	The lesson was well-paced		√		
4	Directions were clear and concise and students were able to carry them out		√		
5	Material was presented at the students' level of comprehension		√		
6	The language use (pronunciation, intonation, fluency, and appropriate)		√		
7	The teacher answered questions carefully and satisfactorily		√		
8	The teacher showed an interest in and enthusiasm for, the subject taught		√		
C	METHODS				
1	The material was reinforced		√		
2	The teacher moved around the class and made eye contact		√		
3	The teacher knew students' names		√		
4	The teacher positively reinforced the students		√		
5	Examples and illustrations were used effectively		√		
6	Instructional aids or resource material used effectively		√		
7	Drills were used and presented effectively		√		
8	Appropriate error correction		√		

9	The teacher made interesting activities		√		
D	TEACHER/STUDENT INTERACTION				
1	Teacher encouraged and assured full student participation in class		√		
2	The class felt free to ask questions or to express their own ideas		√		
3	The teacher was able to control and direct the class		√		
4	The students were attentive and involved		√		
5	The students were encouraged to do their best		√		
6	The teacher was relaxed and matter-of-fact in voice and manner		√		
7	The teacher was aware of individual and group needs		√		
8	The students asked questions		√		
9	The teacher gives reward to the students		√		

Score Description:

1 = Need Improvement

2 = Good

3 = Excellent

OBSERVATION CHECKLIST

Class : VII
 Teacher's name : Nita Puspitaningrum
 Day/Date : Tuesday, May 22nd 2012
 Topic : Procedure
 Students : 36
 Time : 08.35-10.05
 Observer : Dra. Kristyowati, M. Hum.
 Meeting : 4

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

NO	Observation Items	Answer			Comments
		1	2	3	
A	PREPARATION				
1	The teacher greet the students		√		
2	The students respond to the greeting		√		
3	The teacher asks the students' condition		√		
4	The students tell their condition to the teacher		√		
5	The teacher reviews the last material and looks ahead to new material		√		
6	The teacher explains the goal of teaching and learning		√		
7	The prepared goals/objectives were apparent		√		

B	PRESENTATION				
1	The material was explained in an understandable way		√		
2	The lesson was smooth, sequenced, and logical		√		
3	The lesson was well-paced		√		
4	Directions were clear and concise and students were able to carry them out		√		
5	Material was presented at the students' level of comprehension		√		
6	The language use (pronunciation, intonation, fluency, and appropriate)		√		
7	The teacher answered questions carefully and satisfactorily		√		
8	The teacher showed an interest in and enthusiasm for, the subject taught		√		
C	METHODS				
1	The material was reinforced		√		
2	The teacher moved around the class and made eye contact		√		
3	The teacher knew students' names		√		
4	The teacher positively reinforced the students		√		
5	Examples and illustrations were used effectively		√		
6	Instructional aids or resource material used effectively		√		
7	Drills were used and presented effectively		√		
8	Appropriate error correction		√		

9	The teacher made interesting activities		√		
D	TEACHER/STUDENT INTERACTION				
1	Teacher encouraged and assured full student participation in class		√		
2	The class felt free to ask questions or to express their own ideas		√		
3	The teacher was able to control and direct the class		√		
4	The students were attentive and involved		√		
5	The students were encouraged to do their best		√		
6	The teacher was relaxed and matter-of-fact in voice and manner		√		
7	The teacher was aware of individual and group needs		√		
8	The students asked questions		√		
9	The teacher gives reward to the students		√		

Score Description:

1 = Need Improvement

2 = Good

3 = Excellent

OBSERVATION CHECKLIST

Class : VII
 Teacher's name : Nita Puspitaningrum
 Day/Date : Friday, May 25th 2012
 Topic : Procedure
 Students : 36
 Time : 07.05-08.35
 Observer : Dra. Kristyowati, M.Hum.
 Meeting : 5

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

NO	Observation Items	Answer			Comments
		1	2	3	
A	PREPARATION				
1	The teacher greet the students		√		
2	The students respond to the greeting		√		
3	The teacher asks the students' condition		√		
4	The students tell their condition to the teacher		√		
5	The teacher reviews the last material and looks ahead to new material		√		
6	The teacher explains the goal of teaching and learning		√		
7	The prepared goals/objectives were apparent		√		

B	PRESENTATION				
1	The material was explained in an understandable way		√		
2	The lesson was smooth, sequenced, and logical		√		
3	The lesson was well-paced		√		
4	Directions were clear and concise and students were able to carry them out		√		
5	Material was presented at the students' level of comprehension		√		
6	The language use (pronunciation, intonation, fluency, and appropriate)		√		
7	The teacher answered questions carefully and satisfactorily		√		
8	The teacher showed an interest in and enthusiasm for, the subject taught		√		
C	METHODS				
1	The material was reinforced		√		
2	The teacher moved around the class and made eye contact		√		
3	The teacher knew students' names		√		
4	The teacher positively reinforced the students		√		
5	Examples and illustrations were used effectively		√		
6	Instructional aids or resource material used effectively		√		
7	Drills were used and presented effectively		√		
8	Appropriate error correction		√		

9	The teacher made interesting activities		√		
D	TEACHER/STUDENT INTERACTION				
1	Teacher encouraged and assured full student participation in class		√		
2	The class felt free to ask questions or to express their own ideas		√		
3	The teacher was able to control and direct the class		√		
4	The students were attentive and involved		√		
5	The students were encouraged to do their best		√		
6	The teacher was relaxed and matter-of-fact in voice and manner		√		
7	The teacher was aware of individual and group needs		√		
8	The students asked questions		√		
9	The teacher gives reward to the students		√		

Score Description:

1 = Need Improvement

2 = Good

3 = Excellent

OBSERVATION CHECKLIST

Class : VII
 Teacher's name : Nita Puspitaningrum
 Day/Date : Tuesday, May 29th 2012
 Topic : Procedure
 Students : 36
 Time : 08.35-10.05
 Observer : Dra. Kristyowati, M. Hum.
 Meeting : 6

Give (√) in the column YES (if your answer is yes) or NO (if your answer is no)

NO	Observation Items	Answer			Comments
		1	2	3	
A	PREPARATION				
1	The teacher greet the students		√		
2	The students respond to the greeting		√		
3	The teacher asks the students' condition		√		
4	The students tell their condition to the teacher		√		
5	The teacher reviews the last material and looks ahead to new material		√		
6	The teacher explains the goal of teaching and learning		√		
7	The prepared goals/objectives were apparent		√		

B	PRESENTATION				
1	The material was explained in an understandable way		√		
2	The lesson was smooth, sequenced, and logical		√		
3	The lesson was well-paced		√		
4	Directions were clear and concise and students were able to carry them out		√		
5	Material was presented at the students' level of comprehension		√		
6	The language use (pronunciation, intonation, fluency, and appropriate)		√		
7	The teacher answered questions carefully and satisfactorily		√		
8	The teacher showed an interest in and enthusiasm for, the subject taught		√		
C	METHODS				
1	The material was reinforced		√		
2	The teacher moved around the class and made eye contact		√		
3	The teacher knew students' names		√		
4	The teacher positively reinforced the students		√		
5	Examples and illustrations were used effectively		√		
6	Instructional aids or resource material used effectively		√		
7	Drills were used and presented effectively		√		
8	Appropriate error correction		√		

9	The teacher made interesting activities			√	
D	TEACHER/STUDENT INTERACTION				
1	Teacher encouraged and assured full student participation in class		√		
2	The class felt free to ask questions or to express their own ideas		√		
3	The teacher was able to control and direct the class		√		
4	The students were attentive and involved		√		
5	The students were encouraged to do their best		√		
6	The teacher was relaxed and matter-of-fact in voice and manner		√		
7	The teacher was aware of individual and group needs		√		
8	The students asked questions		√		
9	The teacher gives reward to the students		√		

Score Description:

1 = Need Improvement

2 = Good

3 = Excellent

APPENDIX J

MEDIA, MATERI

PEMBELAJARAN

Ready to Serve

Review the explanation on the procedure text below carefully.

A **PROCEDURE** is a piece of text that explains how to do or make something. Its purpose is to provide instructions “how” something is accomplished through a sequence of actions or steps. This text uses the temporal conjunctions, such as *first, second, next, finally*, etc. A recipe is the example of procedure.

Generic structure of procedure texts:

- Aim/ Goal: to tell what will be made or done.
- Material / Ingredients: a list of what is needed
- Steps: explain how to do it

Grammar patterns used in the procedure texts usually follow the following rules:


V + ... or V + O + ...

Examples: **serve**
add sugar
pour the water into the bowl

Don't + V + ...

Examples: **don't forget**
don't leave

Study the following example.


Meat Floss Porridge		
		} Aim/ goal
		
Ingredients <ul style="list-style-type: none"> - 250 cc hot water - 50 gram instant porridge - 1 spoon soya sauce - 1 spoon chili sauce - crackers - 10 gram meat floss 		} Materials
Suggested Preparation <ol style="list-style-type: none"> 1. Put instant porridge into a bowl. 2. Pour 250 cc hot water, stir well. Leave it for about 3 minutes until porridge thickened. 3. Add soya sauce and chili sauce (as much as you like). 4. Then, spread crackers and meat floss. <p>The porridge is ready to be served.</p> <p>(Taken from: UN SMP tahun 2008/2009)</p>		} Steps

Vocabulary Building

Study and find the meaning the following words carefully.

NOUN		VERB	
water	=	put	=
porridge	=	add	=
soya	=	spread	=
chili	=	grind	=
chicken	=	fry	=
meat	=	boil	=
bowl	=	serve	=

Study the following example.

Tropical Fruit Juice		} Aim/ goal
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Ingredients:</p> <ul style="list-style-type: none"> • 4 slices (400 gram) papayas • 1 slice (100 gram) pineapple • 1 tablespoon red syrup • 1 piece of (300 gram) sour soup • 1 tablespoon vanilla syrup • Some ice cubes <p>What to do:</p> <ol style="list-style-type: none"> 1. Put the slice of papaya, pineapple, red syrup together with some ice cubes into a blender and blend them on high for one minute. 2. Next, do the same to the remaining sour soup, vanilla syrup and some ice cubes. 3. Finally, pour the juice into some glasses, the white juice is on the bottom and the red juice is on the top. </div> <div style="width: 35%; text-align: center;">  </div> </div>		
		} Materials
		} Steps

www.scribd.com

Vocabulary Building

Study and find the meaning the following words carefully.

NOUN		VERB	
Fruit	=	Put	=
Juice	=	Slice	=
Papaya	=	Blend	=
Pineapple	=	Pour	=
Syrup	=	Cut	=
Ice cubes	=	Stir	=
Blender	=	Drink	=

Grammar Exercise

Work in pairs. Complete the following paragraph by using the words provided in the box. Do it in 10 minutes.

How to Make Pop Ice



Materials

- Ice
- A glass of water
- Sugar water
- A sachets of POP ICE
- Garnish (messes, choco milk, marbles, chocolate)

Method

1. First, put in the ice, a glass of, sugar water, and a sachet of POP ICE.
 2. After that, you have to turn on the Don't forget to plug in the cable into the socket.
 3. Next, wait until it changes to be smooth.
 4. Then, It into the glass that you have prepared.
 5. And the last step is, the glasses and the drink use the garnish that you have prepared to make it look more beautiful.
- POP ICE ready to serve.

(Adapted from: vanezzablog.com)

pour

water

decorate

blender

Writing Exercise I

Arrange the following sentences to form a procedure text. Use the clues below. Do it in 10 minutes in pairs.

Tikka Kebab

Ingredient:

1. Cubes of lamb
2. Squares of green pepper
3. Tikka seasoning mixture
4. Onions
5. Salad

Steps:

1. Grill them
2. Cut onions into quarters.
3. Serve them with a salad (curry like seasoning from India)
4. Put cubes of lambs, squares of green pepper and onion squares on bamboo skewers and marinate them in Tikka seasoning

(Taken from: *UN SMP 2007/2008*)

Title

Materials

Instructions



Writing Exercise 2

Work in pairs. Write a simple procedure text based the following topics.

Topics:

1. How to cook noodles
2. How to make fried rice
3. How to make coffee
4. How to make iced lemon tea

Draft Only



Homework

Make a simple procedure text of your own. Do it personally. Use the available paper from your teacher. Submit it on the next meeting. Good Luck.

Let's Make a . . .



Review the explanation on the procedure text below carefully.

A **PROCEDURE** is a piece of text that explains how to do or make something. Its purpose is to provide instructions “how” something is accomplished through a sequence of actions or steps. This session tells us about how to make handmade craft. We can use recyclable things.

Generic structure of procedure texts:

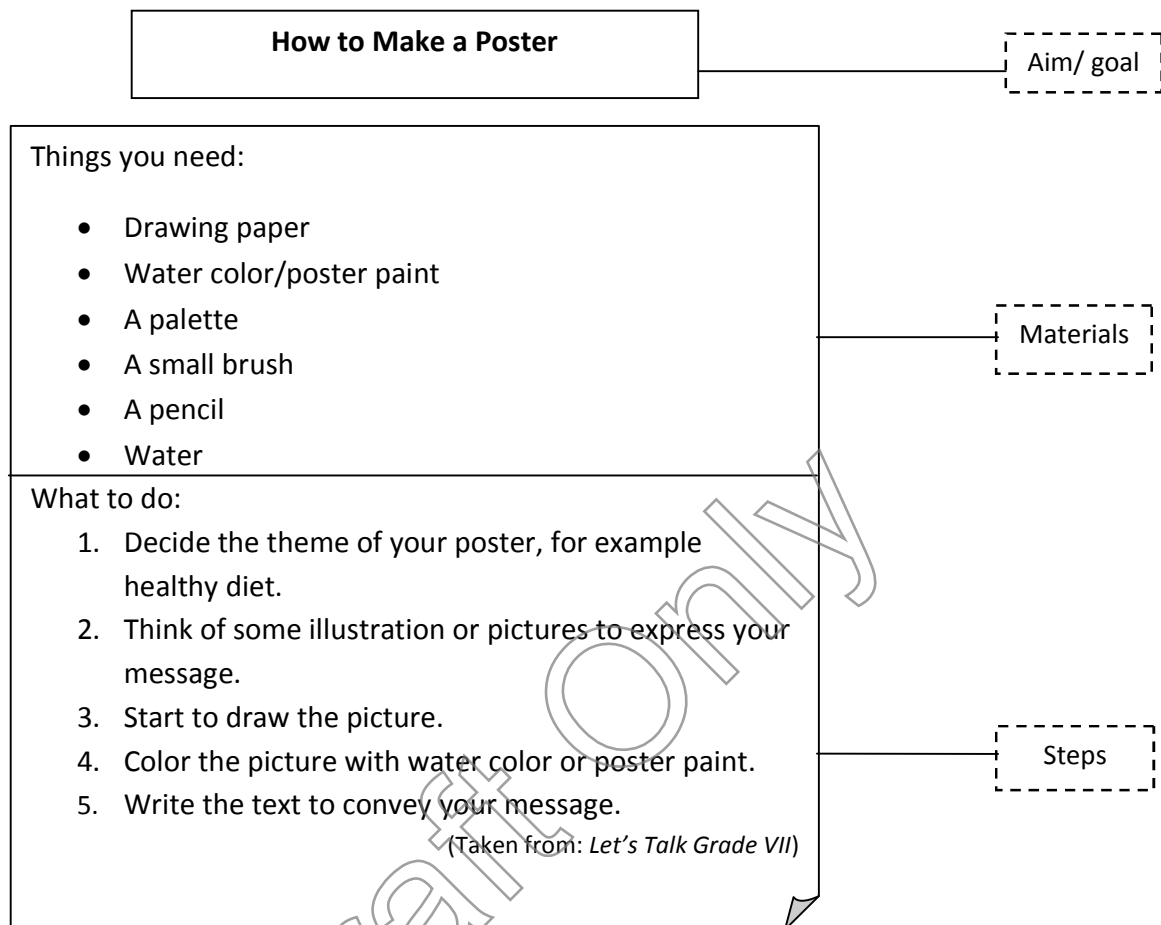
- ❖ Aim/ Goal/ Title:
to tell what will be made or done.
- ❖ Materials (optional):
a list of what is needed.
- ❖ Steps:
explain how to do it.

Linguistic features of procedure text:

- Focus on generalized human agents
- Use simple present tense: usually in the form of imperative sentence.
- Use temporal conjunctions: first, second, then, next, finally, etc.
- Use action verb: draw, color, write, cover, decorate, cut, etc.

NOTE: Imperative sentences are such a direct way to ask someone to do something.

Study the following example.



Vocabulary Building

Study and find the meaning the following words carefully.

NOUN		VERB	
palette	=	draw	=
brush	=	cut	=
paint	=	cover	=
frame	=	use	=
Styrofoam	=	decide	=
glue	=	think	=
varnish	=	color	=
photograph	=		



Study the following example.

A Photo Fish Fun Frame

You'll need:

- A Styrofoam tray
- glue stick
- colored tissue paper
- any photograph
- varnish



How to build it:

1. Draw the fish on the tray and cut it out. The fish should be a little smaller than the photograph you want to frame.
2. Cut different colored tissue paper into little pieces
3. Use a glue stick, glue the pieces of tissue paper to the tray so that they overlap a little.
4. Cover the fish cut out, which will serve as the frame 'stand
5. After you have covered the frame and the fish, varnish both.
6. Let the pieces dry, then glue the fish cut out to the back and use it to hold up the frame.
7. Attach the photo to the back of the frame with sellotape. Pretty fishy, isn't it?



Use your imagination: You can cut out any kind of shape to make your frame, try a star, a sun, or a flower, or make many smaller openings for a multi photo frame.

(Taken from: www.solidwastedistrict.com)



Writing Exercise I

Arrange the following sentences to form a procedure text. Use the clues below. Do it in 10 minutes in pairs.

How to Make a Greeting Card

Materials:

- Hard paper
- Various sticker
- Coloring pens

Instructions:

1. Open the paper
2. Write the name of the receiver of the card at the upper part with coloring pens.
3. Decorate the front page with the various stickers.
4. Don't forget to write the name of the sender of the card under it.
5. Then, write your messages in the center part of the page
6. Fold the paper into two.
7. Your greeting card is ready to send.

(Taken from: UN 2009/2010)

Title

Materials

Instructions



Writing Exercise 2

Work in pairs. Make a simple procedure text about making your own handicraft.

[illegible]

Homework

Make a simple procedure text of your own. Do it personally. Use the available paper from your teacher. Submit it on the next meeting. Good Luck.

APPENDIX K

LETTER



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/4980/V/5/2012

Membaca Surat : Dekan Fak. Bahasa dan Seni UNY

Nomor : 709/UN34.12/PP/V/2012

Tanggal : 15 Mei 2012

Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : NITA PUSPITANINGRUM

NIP/NIM : 06202244022

Alamat : KARANGMALANG YOGYAKARTA

Judul : SIGNIFICANCES OF PORTFOLIO ASSESSMENT IN IMPROVING STUDENTS WRITING SKILL.

Lokasi : - Kota/Kab. SLEMAN

Waktu : 22 Mei 2012 s/d 22 Agustus 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 22 Mei 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan